
EL-MOASSER
بتصريح وتحت إشراف
وزارة التربية والتعليم والتعليم الفني
MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
GPS
Interactive E-learning Application
SECOND TERM
1st PRIMARY
PART 1 MULTIDISCIPLINARY
DISCOVER
2025
By A Group of Supervisors

CONTENTS

THEME 3 How The World Works

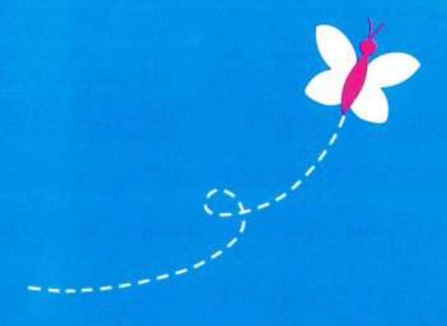
THEME 4 Communication





THEME 3

How The World Works









CHAPTER ONE

How Goods Are Made Around The World



Learning outcomes

By the end of this chapter, your child will be able to :

- Explain the difference between wants and needs.
- Discuss where things come from.
- Identify that resources are needed to make products.
- Distinguish between and categorize different kinds of goods.
- Distinguish between and categorize where different goods can be purchased.
- Identify materials used to make goods.
- Define the stages of manufacturing a product.
- Demonstrate the importance of caring for the environment.
- Read informational text to learn about technology used in manufacturing.
- Explain how technology affects life, work and play.
- Read narrative text to support learning.
- Identify home appliances.
- Explain how appliances are examples of technology.
- Explain the importance of conserving water as one way to care for the environment.

Key vocabulary

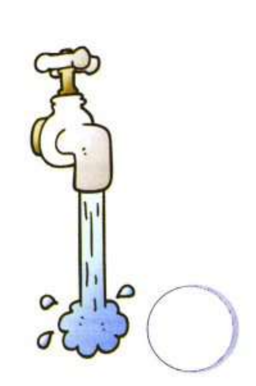
- Goods
- Product
- Wants
- Needs
- Categorize
- Resources
- Machine
- Manufacture
- Technology
- Appliance
- Equipment
- Invention
- Life cycle
- Conserving
- Pledge



Needs Or Wants ?

Activity Color the circles of **Needs** in  and the circles of **Wants** in , then write their numbers.























Notes for parents

- With your child, discuss that needs are : "things that help us to survive", while wants are : "things that are nice to have, but we could live without them".
- Ask your child to mention other needs and wants in his/her life.
- **Integration of subjects :** Social studies (meaning of needs and wants) – Art (coloring) – Math (counting).
- **Life skills :** Observation – Identify relationship between different items.



1. Types Of Goods

Activity **Put the stickers in their right category.**

Food

Clothing

Toys

Hygiene

Note
The stickers are at the end of the book

- Ask your child to read the words in this activity.
- With your child, discuss other goods and help him/her to mention their types.
- **Integration of subjects :** English (read and write some words) – Applied science (hygiene) – Social studies (classifying goods according to their types).
- **Life skills :** Good listening – Classification – Observation.

2. Stores And Marketplaces

Activity 1 **Circle the goods that you can buy from each store, then trace the words.**





Grocery store



Bookstore



Clothes store



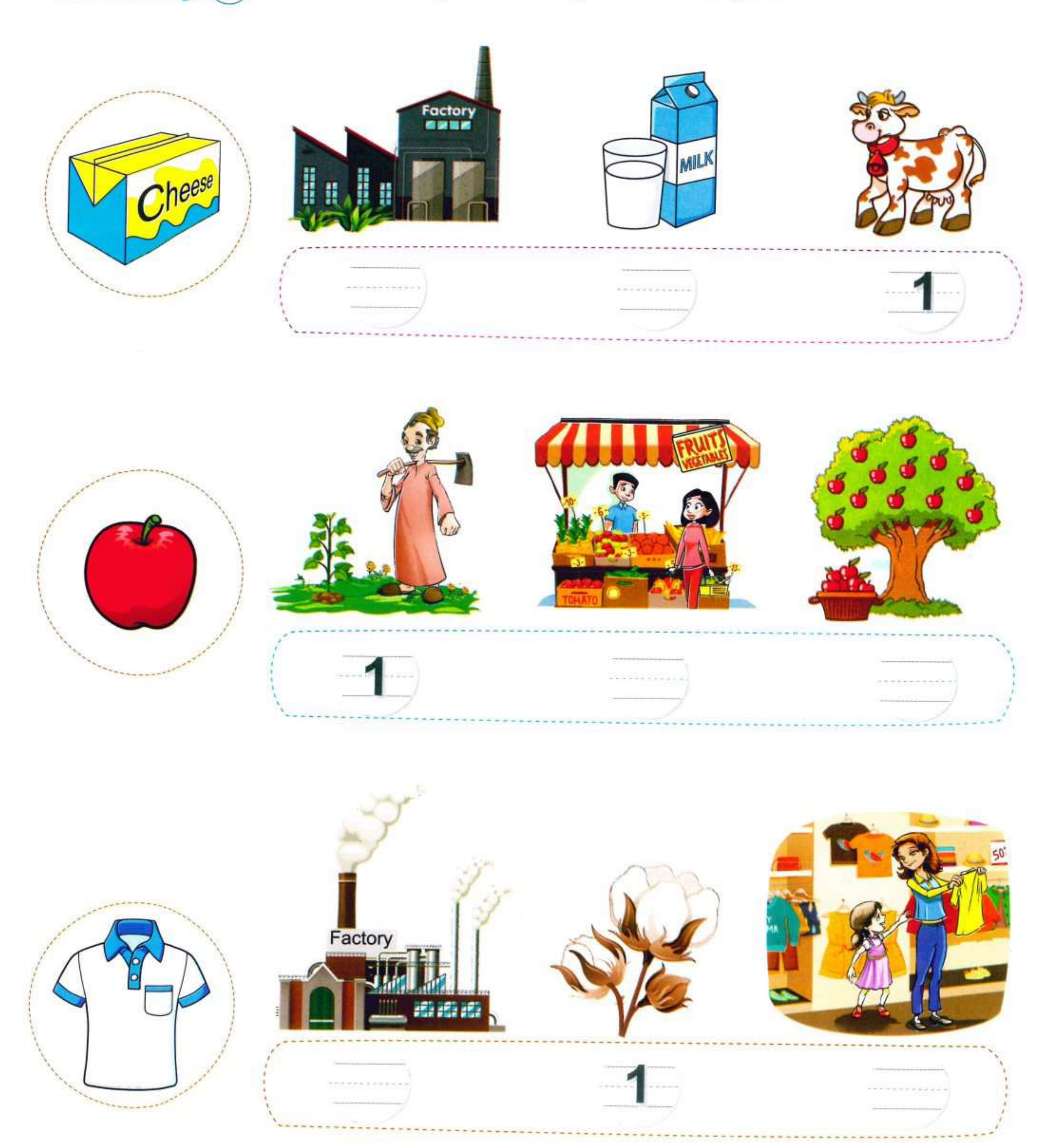
   

Pharmacy

Notes for parents

- Ask your child to look at other goods and let him/her mention the places where he/she can buy each.
- **Integration of subjects :** Social studies (identify goods of different places) – English (names of some places).
- **Life skills :** Observation – Differentiation – Collecting data.

Activity 2 Order the stages of life cycle of each good.



- Help your child to mention the stages of manufacturing (life cycle) of other goods that he/she needs daily.
- **Integration of subjects :** Social studies (stages of good) – Math (writing numbers).
- **Life skills :** Realize relationships – Observation.



1. Materials

Activity Put ✓ in the circle which shows the resource that is used to make each of the following goods.

Notes for parents

- With your child, discuss how resources can be used to make other goods.
- **Integration of subjects :** Social studies (identify goods of different resources) – English(speaking).
- **Life skills :** Observation – Realize relationships.

2. Life Cycle Of A Product

Activity **Match each stage of creating clothing to the correct number, then trace the words of each picture.**



- Help your child to identify the stages of creating clothes : Harvest cotton → Manufacture → Buy → Wear.
- Discuss with your child the stages of creating other products.
- **Integration of subjects :** Social studies (stages of clothing life cycle) – English (writing and reading new words).
- **Life skills :** Good listening – Observation – Ask questions.



Throw Away Or Recycle Clothing ?

Activity Put ✓ at the right behavior and  at the wrong behavior.



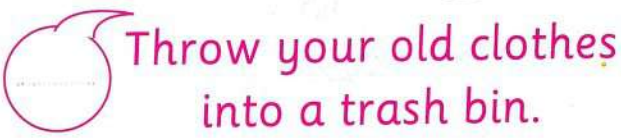
Your old T-shirt can be recycled into a bag.





Burn your old clothes.





Throw your old clothes into a trash bin.



Give your small clothes to a child younger than you.

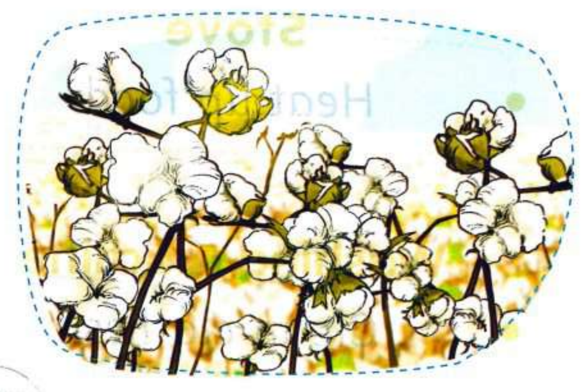
Notes for parents

- With your child, discuss the importance of recycling clothing in our community and environment.
- **Integration of subjects :** English (reading some sentences) – Applied science and economics (recycling).
- **Life skills :** Solving problems – Helping others.

Lesson 5 Technology And The T-shirt

Activity **Order the following pictures to show the stages of making clothes.**

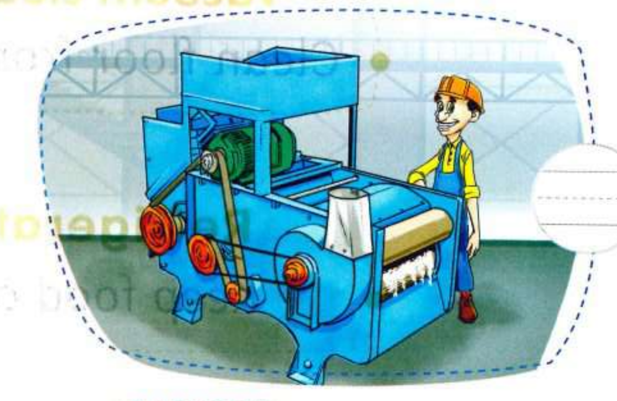




1 Cotton plant grows in fields.



Spin cotton into yarn that is woven into fabric with a loom machine.



Separate cotton from seeds with a cotton gin machine.



Pick cotton balls with a cotton harvesting machine.



Cut and sew the fabric with a sewing machine.

- Help your child to identify the technology in manufacturing clothes and the importance of technology.
- With your child, discuss the meaning of technology : " It is anything that people create to help us do a task".
- **Integration of subjects :** Vocational fields (making clothes) – English (reading some sentences) – Math (writing numbers).
- **Life skills :** Observation – Good listening – Verbal communication.



Appliances



Activity **Match each appliance with its use.**













Stove
Heat up food

Washing machine
Clean clothes

Vacuum cleaner
Clean floor from dust

Refrigerator
Keep food cold

Air conditioner
Cool the air

Computer
Find information

Notes for parents

- Discuss with your child some other home appliances and their uses.
- Discuss with your child the meaning of appliances : "They are machines built to help us to do something at home".
- **Integration of subjects :** Science (appliances) – English (reading some sentences).
- **Life skills :** Problem solving – Differentiation.



Lesson 7

1. Conserving Water

Activity Put ✓ in front of pictures that show conserving water and  in front of pictures that show waste of water.

- Help your child to know the importance of water in our life and different ways to conserve water.
- **Integration of subjects :** Science (importance of water) – Social studies (how to conserve water) – Applied science and economics (resources).
- **Life skills :** Problem solving – Set clear goals.

2. Water Pledge

Activity **Trace the sentence, then choose the right word between brackets in each statement.**

I promise to save water at home by :



- Turning the tap (on – off) while brushing my teeth.



- Taking a (shorter – longer) shower.



- (Leaving – Fixing) any leaky pipes.

Notes for parents

- With your child, discuss other ways to conserve water at home.
- **Integration of subjects :** Science (conserve water) – English (tracing words and reading).
- **Life skills :** Identify the problem – Verbal communication.

I Have Learned That

- **Needs** are things that help us survive.
- **Wants** are things that are nice to have, but are not needed to survive.



- I can buy different goods from different stores such as :

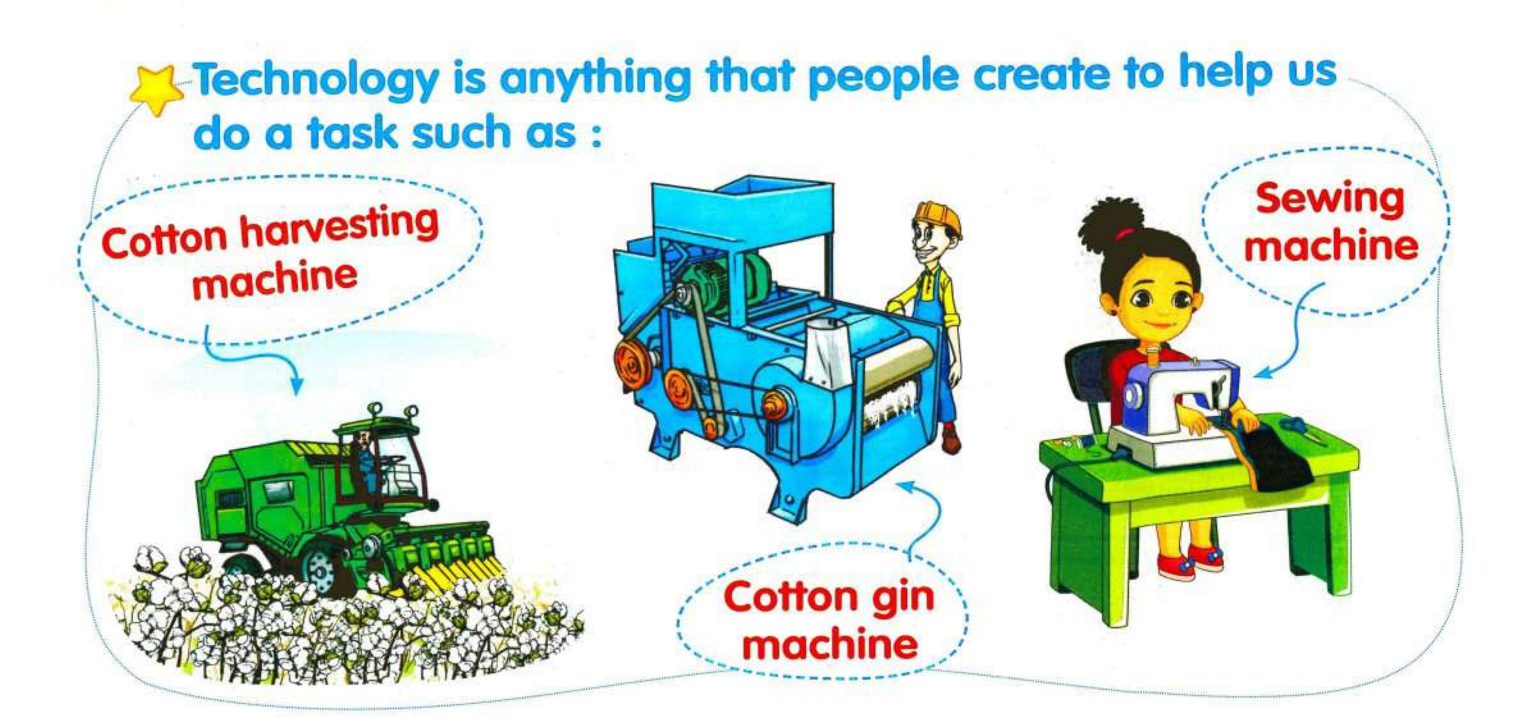


- Resources are materials that can be used to make goods such as :

Cotton (resources) → To make → Clothes (goods)

Wheat (resources) → To make → Bread (goods)

Technology is anything that people create to help us do a task such as :



Appliances are machines built to help us to do something at home.


Computer


Washing machine


Electric iron


Stove

We must conserve water at our homes.


Fill the sink with water to do dishes.


Turn the tap off while brushing teeth.


Take a shorter shower.



Quiz
On Chapter One

1 Put (✓) or (✗) :

1. Food and water are things we need to survive. ( )
2. You can buy a medicine from the grocery store. ( )
3. Vegetables and fruits are found at the pharmacy. ( )
4. You can give your small clothes to someone younger than you. ( )

2 Choose the correct answer :

1. Clothes are made of ....
   a. wood. b. cotton. c. glass.
2. .... machine is used to pick up cotton balls from cotton plant.
   a. Harvesting b. Sewing c. Loom
3. To conserve water, you have to ....
   a. leave the leaky pipes.
   b. take a short shower.
   c. take a long shower.

3 Match each appliance with its use :

1. 
Washing machine •

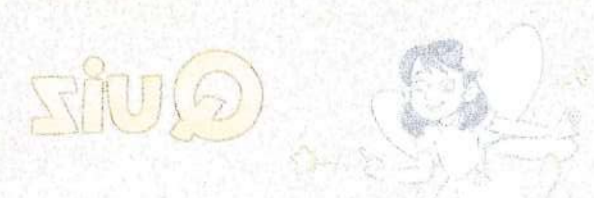
2. 
Vacuum cleaner •

3. 
Stove •

• (a) Clean floor from dust

• (b) Heat up food

• (c) Clean clothes



CHAPTER TWO

How Business Works

Car Services & repair

Clothing store

FRUITS VEGETABLES

TOMATO

Learning outcomes

By the end of this chapter, your child will be able to :

- Discover jobs at different businesses.
- Identify places where jobs are located.
- Match jobs to the relevant tools used.
- Describe a community business.
- Classify living and non-living things.
- Distinguish between natural and man-made goods.
- Identify new means of transportation.
- Observe how magnets work.
- Analyze how magnets are used in transportation.
- Tell cardinal directions.
- Discuss the importance of tourists to a local community.
- Illustrate local stores and landmarks that are important to the community.

Key vocabulary

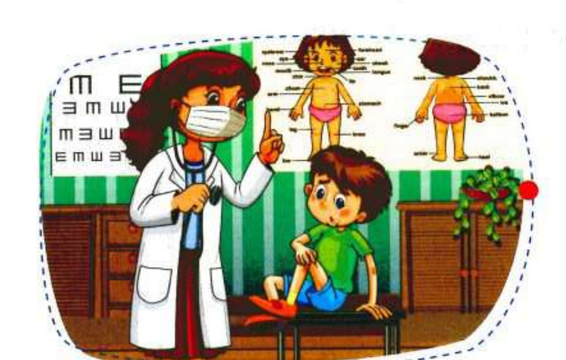
- Bank
- Bakery
- Baker
- Garage
- Mechanic
- Living
- Non-living
- Cargo
- Transportation
- Magnet
- Compass
- Tourist
- Road



1. At Work



Activity 1 Join each job with its information.



School

A teacher works at school to teach the students and uses a board and books to explain lessons.

Bakery

A baker works at the bakery and uses flour, mixer and oven to make bread.



Hospital

A doctor works at hospital and uses some medical tools to check patients.



Carpentry workshop

A carpenter works at a carpentry workshop and uses wood, nails and hammers to manufacture furniture.

Notes for parents

- Ask your child to match each job with its information.
- With your child, discuss more information about different jobs.
- **Integration of subjects :** Vocational fields (identify information about different jobs) – English (read some sentences).
- **Life skills :** Realize relationships – Good listening – Verbal communication.

Activity 2 **Circle the businesses that you see in your community.**









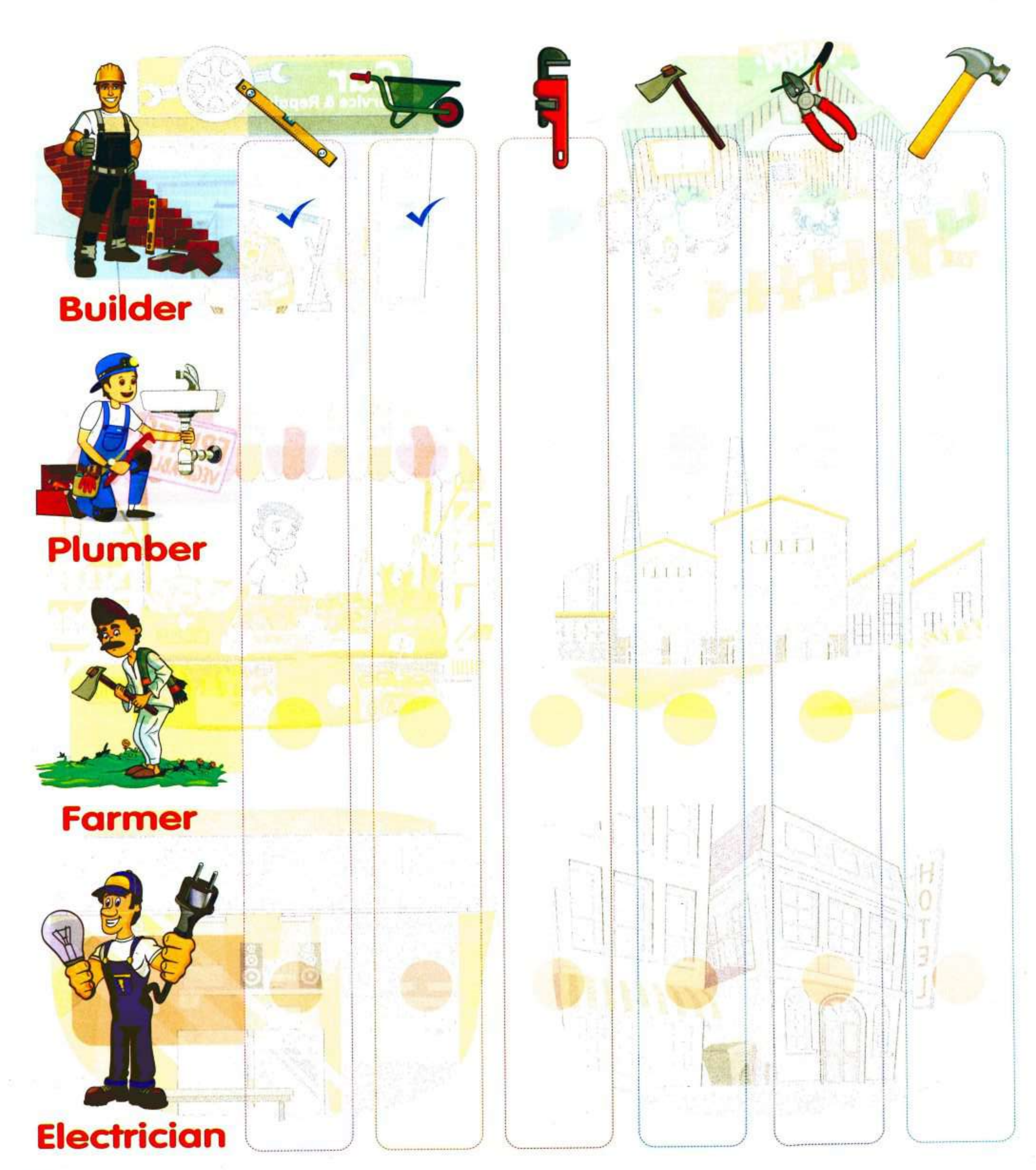




- Help your child to identify other businesses in his/her community.
- **Integration of subjects :** Social studies (observe his community) – English (form sentences to describe situations).
- **Life skills :** Observation – Exchange information.

2. Mixed Up Work

Activity 1 Put ✓ at one tool or more that each worker needs.

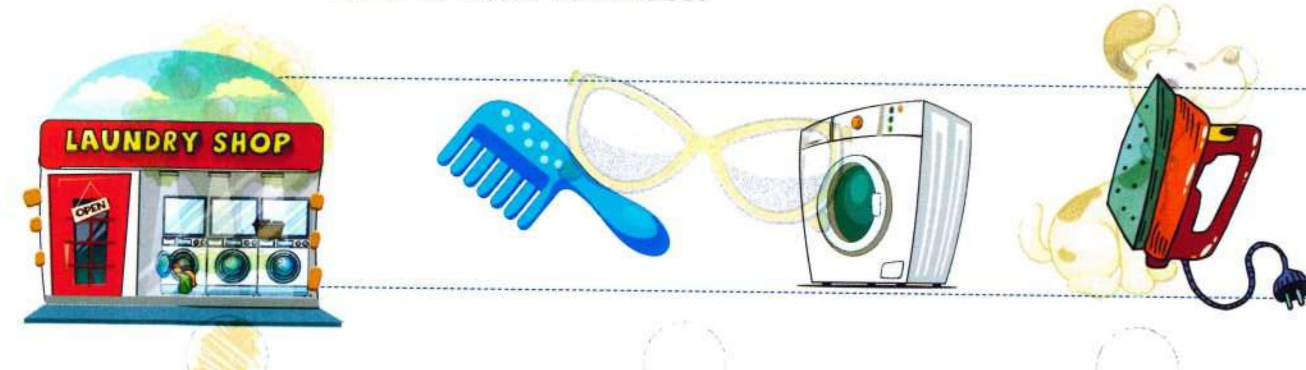


Notes for parents

- Help your child to recognize some other workers and let him/her mention the tools they need.
- **Integration of subjects :** Vocational fields (identify tools of different workers) – English (names of some jobs).
- **Life skills :** Observation – Differentiation – Realize relationships.



Activity 2 **Read the name of each shop, then circle one figure or more used in each business.**



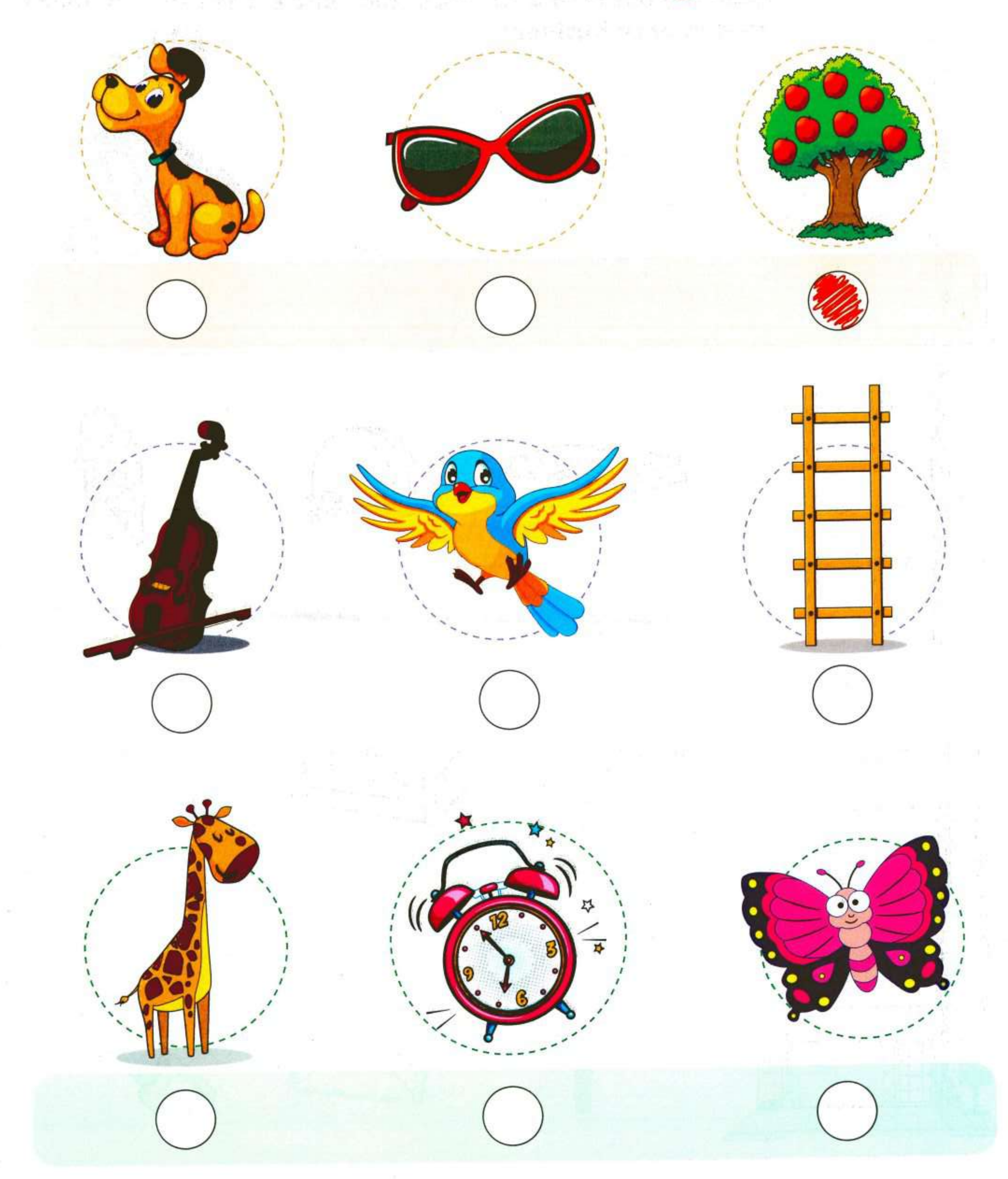
Book Shop

Fish

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- With your child, discuss other community businesses and let him/her mention some tools that are used in them.
- **Integration of subjects :** Vocational fields (community businesses) – English (reading some words).
- **Life skills :** Observation – Realize relationships.

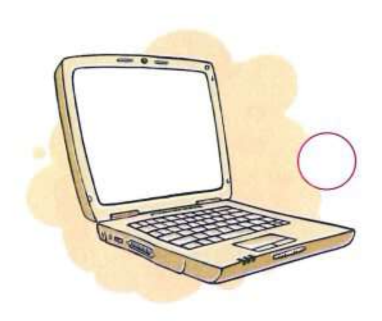
Activity 3 Color the circle of living things in :

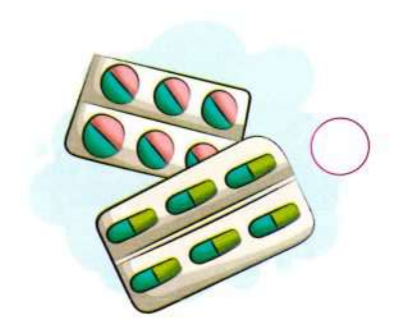


Notes for parents

- Help your child to mention other examples of living things.
- **Integration of subjects :** Science (identifying living things) – Art (coloring).
- **Life skills :** Observation – Classification.

Activity 4 Put ✓ at things that are man-made.

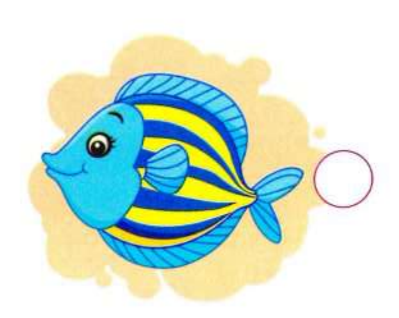


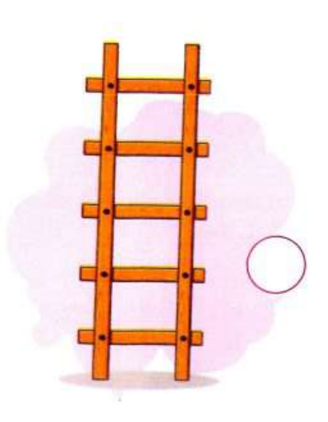
















- Help your child to mention other examples of things that are man-made.
- Discuss with your child the importance and uses of some man-made objects in our daily life.
- **Integration of subjects :** Science (natural and man-made things) – Vocational fields (importance of man-made things).
- **Life skills :** Observation – Classification.

Activity 5 Circle the store which sells natural goods.

















Notes for parents

- With your child, discuss the difference between natural goods and man-made goods.
- **Integration of subjects :** Social studies (natural goods and man-made goods) – English (reading some words).
- **Life skills :** Identify relationships – Observation – Classification.

Activity 6 Put the stickers of "Living goods" and the "Non-living goods" in their right places.



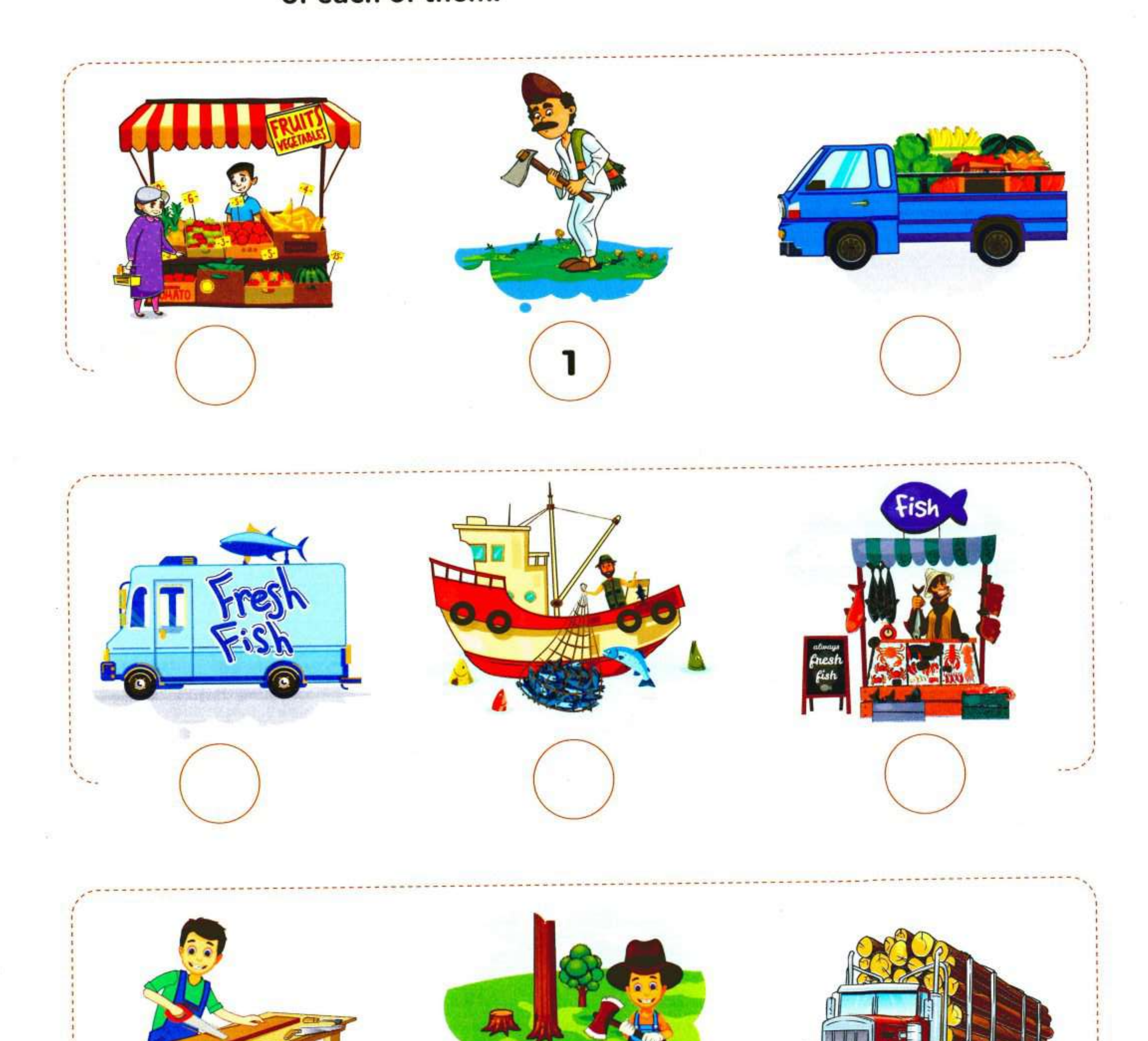
Living goods

Non-living goods



- Let your child use the stickers at the end of the book and stick each picture in its right place to classify different types of goods.
- **Integration of subjects :** Social studies (natural goods and man-made goods) – English (reading some words).
- **Life skills :** Observation – Classification.

Activity 7 Order the pictures of each business to show the right stages of each of them.

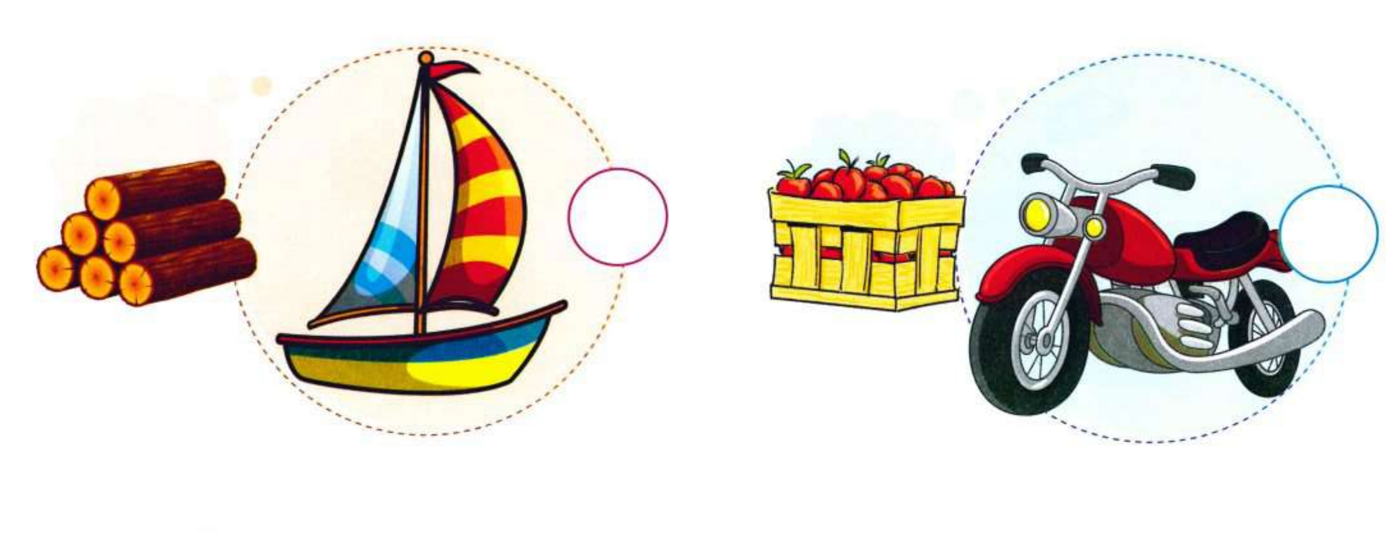


- Help your child to state other examples of business places.
- **Integration of subjects :** Social studies (importance of businesses in community) – English (listening and reading some words).
- **Life skills :** Observation – Identifying relationships.

Lesson 2

Types Of Transportation

Activity Put ✓ if the type of transportation is suitable for goods or persons shown beside each of them.









- Help your child to identify which types of transportation are best for carrying people and which types are best for carrying goods.
- **Integration of subjects :** Social studies (identifying transportation) – English (reading the words).
- **Life skills :** Observation – Realize relationships.



1. Magnet Investigation

Activity Put ✓ in front of things which are attracted to a magnet and ✗ in front of those not attracted to a magnet.

- With your child, discuss other examples of things that are attracted to a magnet and others that are not attracted.
- **Integration of subjects :** Science (magnet) – English (reading some new words).
- **Life skills :** Observation – Differentiation – Asking questions.

Notes for parents

2. Compass

Activity **Draw a line to help each car move to the right store.**



- Let your child recognize the importance of magnet used in the compass to know the four main directions.
- Discuss with your child the meaning of the symbols on the compass (N : North, S : South, W : West, E : East).
- **Integration of subjects :** Science (identifying the importance of a compass) – Social studies (have an idea about roads and goods).
- **Life skills :** Observation – Realize relationships – Set clear goals.



A Tourist For A Day

Activity 1 Put  at places which a tourist may visit and ✗ at places which a tourist may not visit.





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MUSEUM





Notes for parents

- With your child, discuss other business places that a tourist might visit in his/her city.
- **Integration of subjects :** Social studies (identifying different places) – English (reading names of places).
- **Life skills :** Realize relationships – Exchange information.



Activity 2 Imagine you were a tourist coming to Egypt on a vacation. Circle an answer for each of the following questions.

Where did you begin your flight ?


India


Russia


Dubai



How did you come to Egypt ?

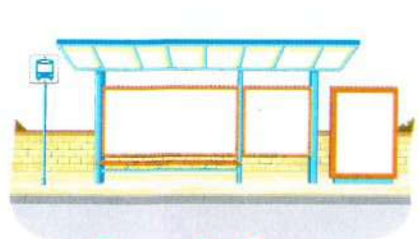

Bus


Plane


Train



What is the arrival area ?



Bus station



Train station



Airport

- Let your child imagine he/she was on a vacation.
- Discuss with your child the suitable way of transportation between countries and their arrival areas.
- **Integration of subjects :** Social studies (places and directions) – English (reading).
- **Life skills :** Imagination – Good listening – Verbal communication.

Activity 3 Put each of the following comments beside its suitable pictures.

Delicious food. | Great service. | My favorite place. | Wonderful store.



....



....



....



....

Notes for parents

- Help your child to post comments reviewing local businesses and landmarks.
- **Integration of subjects :** Social studies (places) – English (writing and reading).
- **Life skills :** Observation – Identifying relationships – Verbal communication.

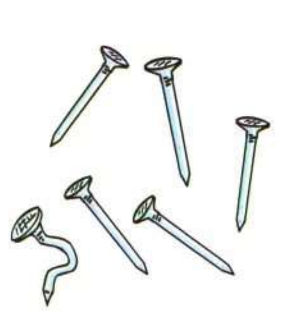
I Have Learned That

Man-made goods

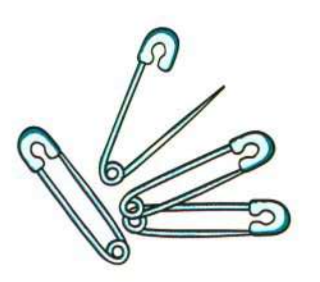
Natural goods



Some things are attracted to a magnet.

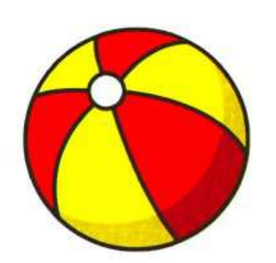






Some things are not attracted to a magnet.











Quiz
On Chapter Two

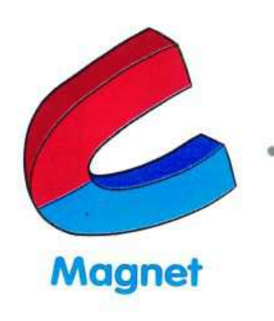
1 Put (✓) or (✗) :

1. A magnet can attract a piece of wood. ( )
2. The compass has a magnet. ( )
3. A doctor works at hospital. ( )
4. Fruits are man-made goods. ( )

2 Choose the correct answer :

1. The .... helps us to know the four directions.
   a. compass b. chair c. bread
2. A teacher works at ....
   a. hospital. b. bakery. c. school.
3. .... are living goods.
   a. Books b. Pets c. Clothes

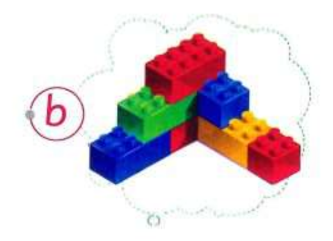
3 Match the magnet to the objects that can be attracted to it :



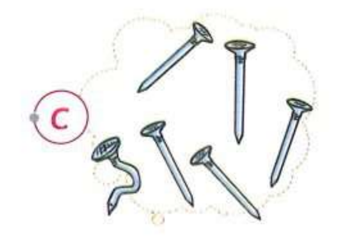
Magnet



a



b



c

CHAPTER THREE

Buying, Selling And Saving



Learning outcomes

By the end of this chapter, your child will be able to :

- Compare concepts of buying, selling and saving.
- Recognize food as a family resource.
- Distinguish between healthy and unhealthy food.
- Match goods to the places where they are sold.
- Model appropriate behavior while shopping.
- Identify main characters and setting in a fictional story.
- Recall details of a story.
- Practice buying goods with 1 LE. and 10 LE. notes.
- Practice the conversation of buying and selling.

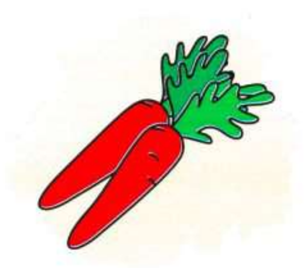
Key vocabulary

- Healthy
- Unhealthy
- Behavior
- Shopping list
- Money
- Buying
- Cost
- Pound
- Selling
- Saving
- Character
- Script
- Event
- Setting

Lesson 1

Daily Diet

Activity 1 **Circle the healthy foods that we can eat every day, then write their names to complete the sentence below.**



Carrot



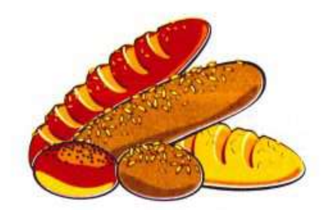
Ice cream



Apple



Orange juice



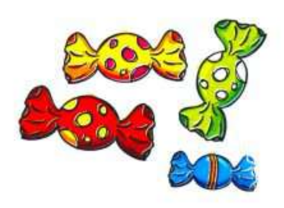
Bread



Pepper



Chocolate



Candy

Complete :

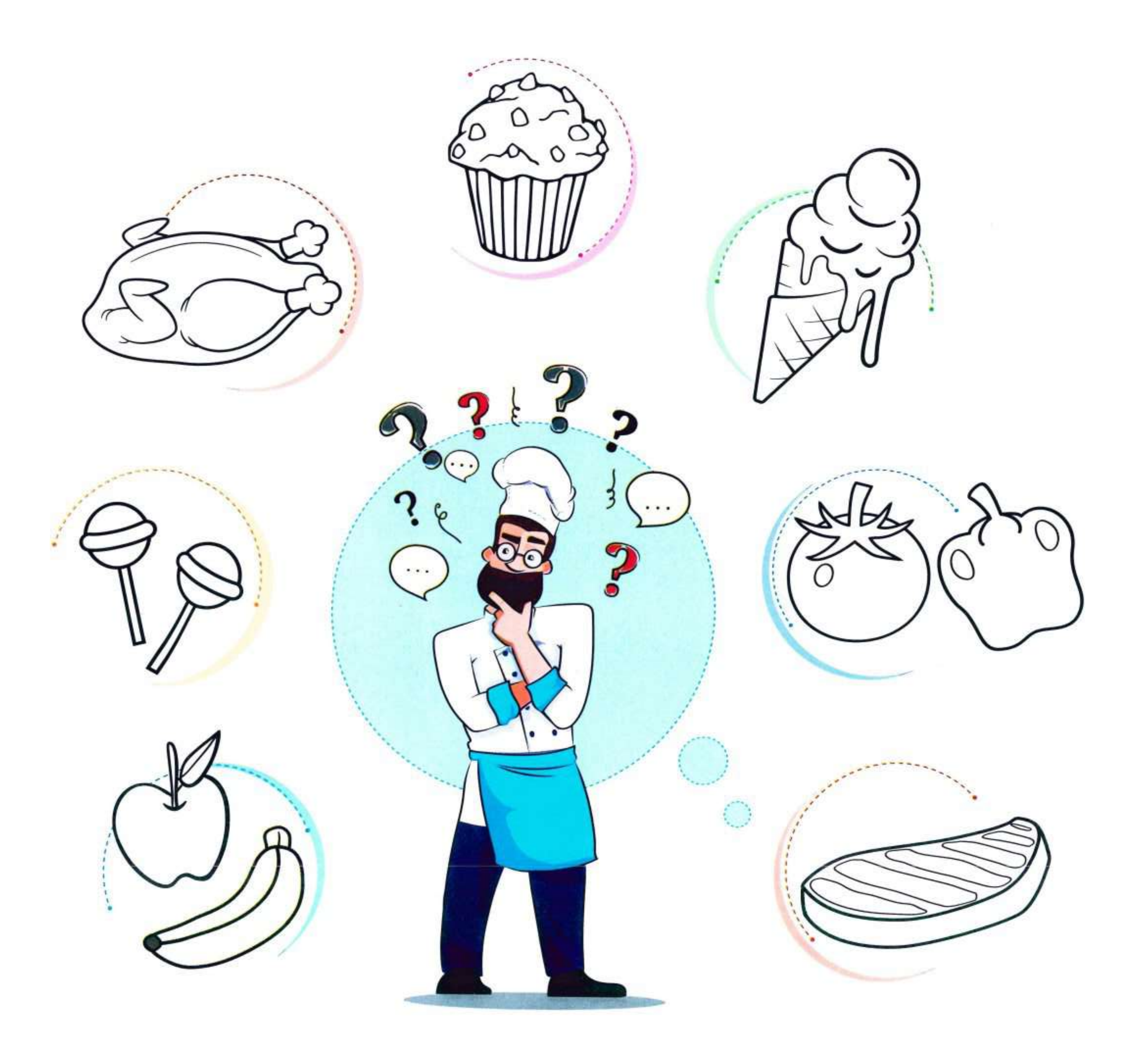
Healthy foods are .... , ... , ... ,

.... , and .... ,

Notes for parents

- Let your child mention other examples of healthy foods that he/she can eat every day.
- **Integration of subjects :** Science (healthy and unhealthy foods) – English (reading and writing).
- **Life skills :** Differentiation – Observation – Verbal communication.

Activity 2 Color the foods that the chef should choose to make a healthy meal.



- With your child, discuss different kinds of healthy and unhealthy foods.
- Let your child mention some healthy meals for breakfast, lunch and dinner.
- **Integration of subjects :** Science (healthy and unhealthy food) – Art (coloring pictures).
- **Life skills :** Differentiation – Observation – Verbal communication.



Lesson 2 Going Shopping

Activity 1 Trace the words below and then match each item with the suitable store through the maze.

Book

Bread

Medicine

T-shirt

Clothing store

PHARMACY

BAKERY

BOOKS

Notes for parents

- Ask your child to make his/her grocery list and recognize different stores and goods.
- **Integration of subjects :** English (writing) – Social studies (goods and stores).
- **Life skills :** Problem solving – Collecting data – Self-expression.

Activity (2) Color **the good behavior** at stores in  
and color **the bad behavior** in .









- With your child, discuss the good behaviors during shopping such as saying good words like : please, thank you, may I, ... etc.
- **Integration of subjects :** Art (using colors) – Social studies (behaviors at stores).
- **Life skills :** Following rules – Respect others.



Shopping For Nadia

Activity 1

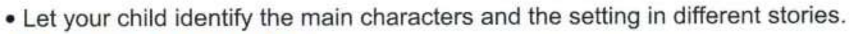
Read the following story and then, circle the characters with ✏️ and the setting with ✏️

Nadia is a good girl. She loves her brother, Adel very much. She thinks how to make her brother, Adel happy on his birthday. Then, she asks for help of her friend, Mona.

Mona helps Nadia to choose some presents to Adel. First, they go to a toys store to buy a puzzle for Adel. After that, they go to a clothes store to buy a T-shirt for Adel. By the end of the day, Nadia and her family celebrate Adel's birthday at their home.

Finally, Nadia gives her presents to Adel who becomes very happy.

Notes for parents



- Let your child identify the main characters and the setting in different stories.
- **Integration of subjects :** English (reading) – Art (using colors).
- **Life skills :** Creativity – Verbal communication – Set clear goals.

Activity  Read the following story, then order the pictures that represent the events of the story by writing one of the following words below the suitable picture in the opposite page.

(First – Second – Third – Fourth)



Nadia is a very helpful child. Her mother gave her a grocery list and some money and asked her to buy some goods. First, Nadia went to the bakery to buy some bread. After that, she went to the grocery store to buy a jar of honey. Next, she went to the pharmacy to buy a medicine for her father. Finally, she arrived home and gave her mother all the goods that she bought. Nadia's mother was so happy as Nadia helped her.

- Let your child read the previous paragraph carefully.
- **Integration of subjects :** English (reading and writing) – Art (sequence stories) – Social studies (goods and stores).
- **Life skills :** Collecting data – Identify the relationship among different items – Verbal communication.









Notes for parents

- Let your child recall the details of different stories and put the events in sequence.

Activity (3) **Complete the sentences below using the following information in pictures.**



I will buy .... , it costs **50 LE**.

I will buy honey, it costs ....

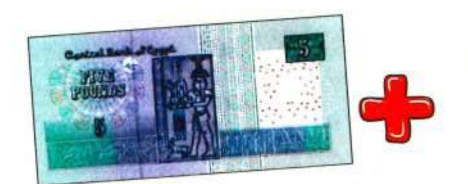
I will buy bread and medicine. I need ....**pounds** to buy these goods.

I will buy a book and .... I need **23 pounds** to buy these goods.

- Encourage your child to identify different prices of different goods.
- **Integration of subjects :** Math (Adding) – Economics and applied sciences (saving money).
- **Life skills :** Decision-making – Problem solving – Observation.

Activity 4 Complete by using (>, < or =)



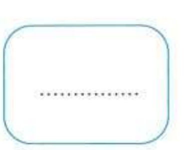


....



....





....





....


Notes for parents

- With your child, discuss the importance of money and the difference in forms and value of (1 LE – 5 LE – 10 LE , ... etc.).
- **Integration of subjects :** Math (adding) – Economics and applied sciences (saving money).
- **Life skills :** Solving problems – Observation.

Activity 5

Help Shady to buy some goods by using the following sentences to complete the conversation between Shady and the shop assistant.

(can I help you - How much does it cost - I am looking for honey - thank you).

Shady : Good morning.

Shop assistant : Good morning, ... ?

Shady : ....

Shop assistant : Of course. Let me show you where it is.

Shady : ....?

Shop assistant : It costs 15 pounds.

Shady : Here is 15 pounds, ...

Shop assistant : You are welcome.



- Ask your child to practice shopping by forming simple sentences.
- **Integration of subjects :** Economics and applied science (shopping) – English (forming simple sentences).
- **Life skills :** Verbal communication – Good listening – Self-expression.

I Have Learned That

- Food is a resource we use to **stay healthy**.
- All food can give us energy, but not all food are good for our bodies.







Money is a resource we use to buy the goods we need and want.

We should act in a good way at stores.





Any story consists of characters, setting and events.



Quiz
On Chapter Three

1 Choose the correct answer :

1. .... is a healthy food.
   a. Lollipop b. Milk c. Ice cream

2. You can buy a T-shirt from a ....
   a. bookstore. b. clothing store. c. pharmacy.

3. All the following are healthy food, except ....
   a. vegetables. b. fruits. c. candy.

2 Put (✓) or (✗) :

1. All food are good for our bodies. (   )
2. We should act in a good way at stores. (   )
3. Money is a resource we use to buy the goods we need. (   )

3 Complete by using (> , < or =) :

1. 5 pounds + 1 pound + 1 pound + 1 pound + 1 pound + 1 pound .... 20 pounds

2. 10 pounds + 5 pounds .... 5 pounds

3. 10 pounds + 10 pounds .... 20 pounds

Quiz
On Theme 3

1 Choose the correct answer :

1. Cotton is used to make ....
   a. bread. b. clothes. c. juice.
2. We can buy all the following from the grocery store, except ....
   a. fruits. b. vegetables. c. medicine.
3. .... is a need that helps us survive.
   a. Food b. Bicycle c. Chocolate

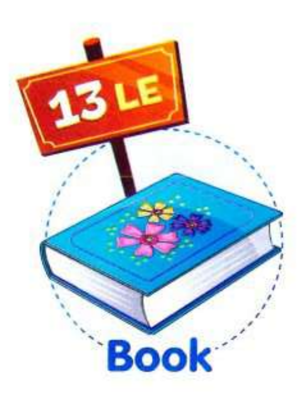
2 Put (✓) or (✗) :

1. Wants are things help us survive. (   )
2. Refrigerator keeps the food cold. (   )
3. A carpenter works at a carpentry shop. (   )
4. We must not fix leaky pipes to save water. (   )

3 Look at the following pictures, then choose the correct answer :







1. If you have 5 pounds, which item you could buy ? ....
   a. Honey. b. Book. c. Bread.
2. If you have 15 pounds, which two items you could buy ? ....
   a. Honey and bread. b. Book and honey. c. Bread and book.

4 Choose from column (B) what suits it in column (A) :

(A)	(B)
1. A compass	a. a pharmacy.
2. I can buy a medicine from	b. separates cotton from seeds.
3. A cotton gin machine	c. helps us to know the directions.

1. .... 2. .... 3. ....

5 Classify the following into healthy food and unhealthy food in the table below :



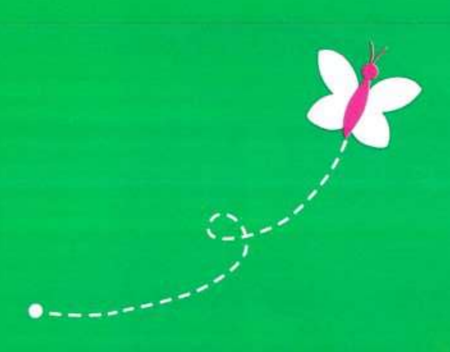
Carrot Candy Apple

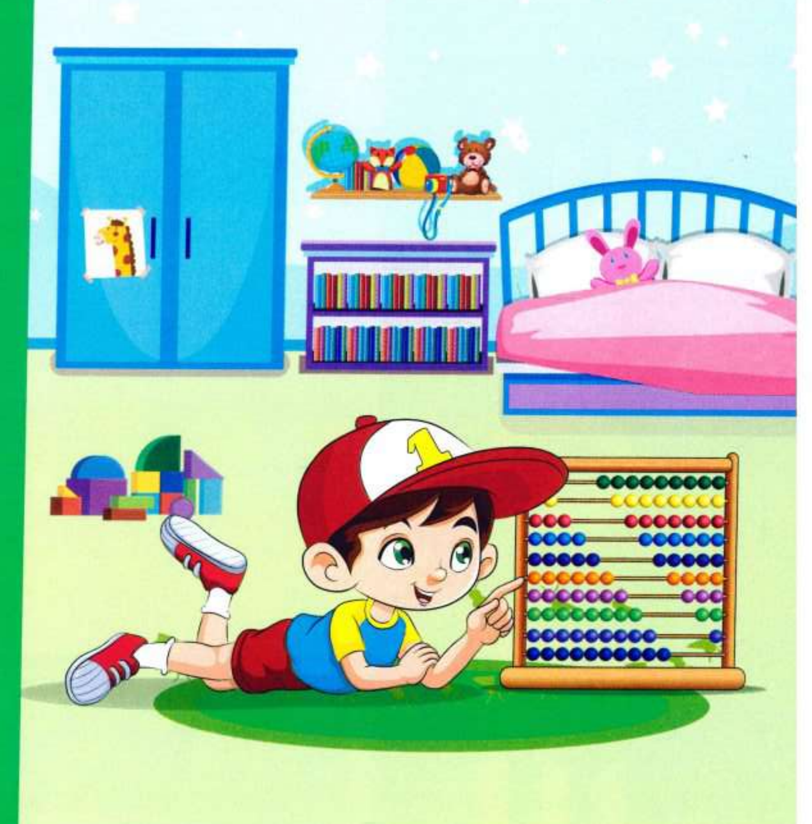
Orange juice Chocolate Pepper

Healthy food	Unhealthy food
....	....
....	....
....	....
....	....

THEME 4

Communication







CHAPTER ONE

Communicating With Numbers



Learning outcomes

By the end of this chapter, your child will be able to :

- Identify ways numbers communicate information.
- Discuss the importance of numbers in our world.
- Compare results of surveys using more than, less than, the same as.
- Compare a bar graph to a picture graph.
- Create a bar graph to represent data from a survey.
- Analyze results of survey data.
- Practice telling time using an analog clock.
- Investigate math tools used as technology.
- Compose both an addition and subtraction sentence in which each number represents a tangible object.

Key vocabulary

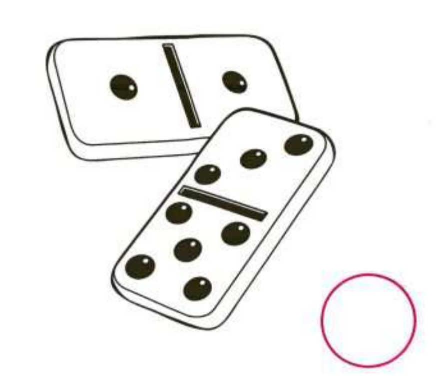
- Menu
- Technology
- Pascal's calculator
- Addition
- Picture graph
- Survey
- Adding machine
- Calculator
- Information
- Bar graph
- Time
- Abacus
- Subtraction
- Data

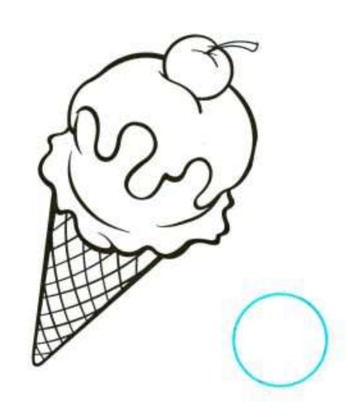
Lesson 1

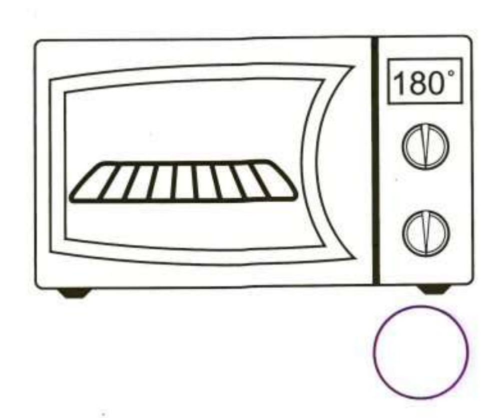
1. Menu Numbers

Activity 1 Put ✓ on the pictures that show communication with numbers, then color these pictures.









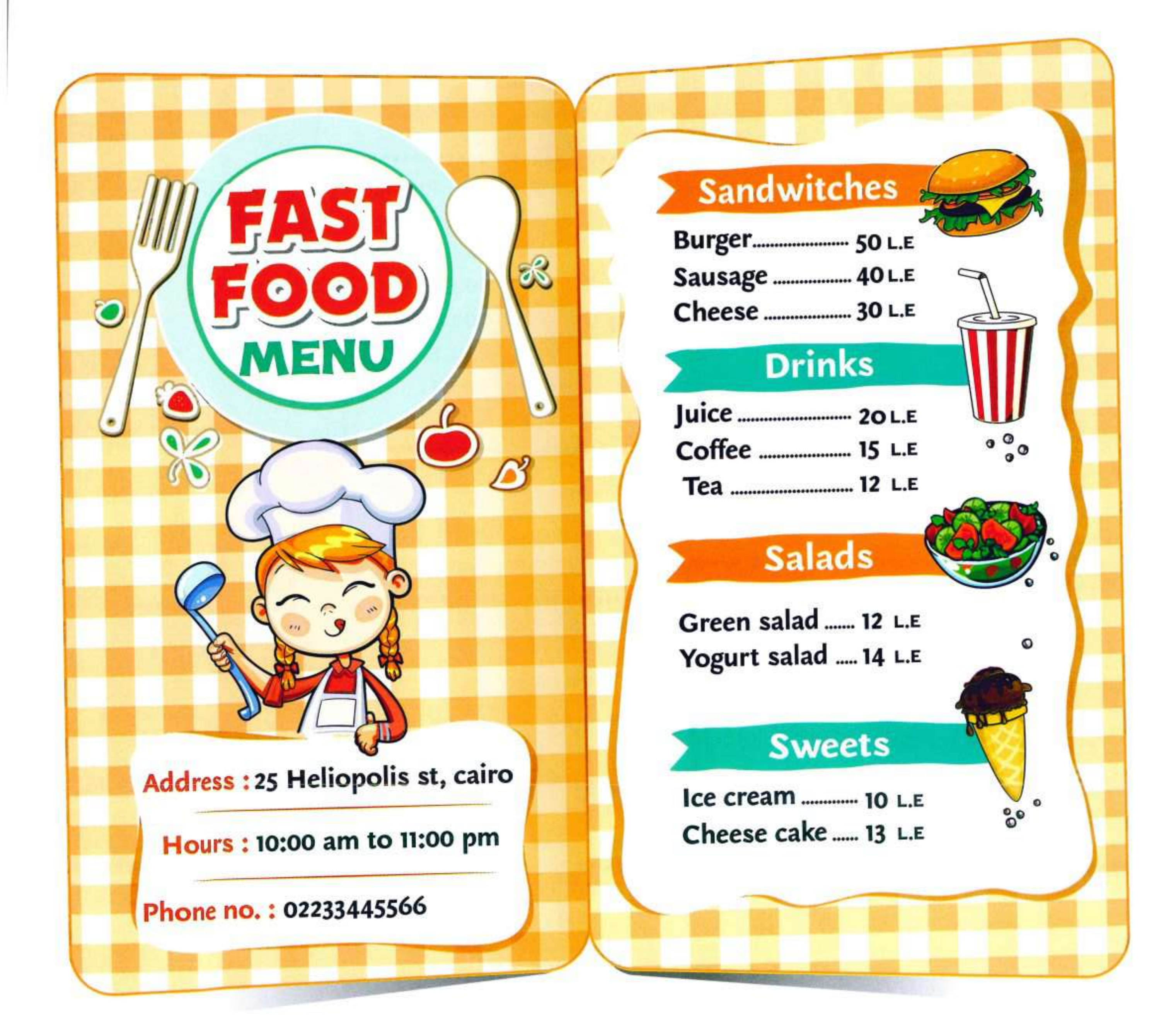




Notes for parents

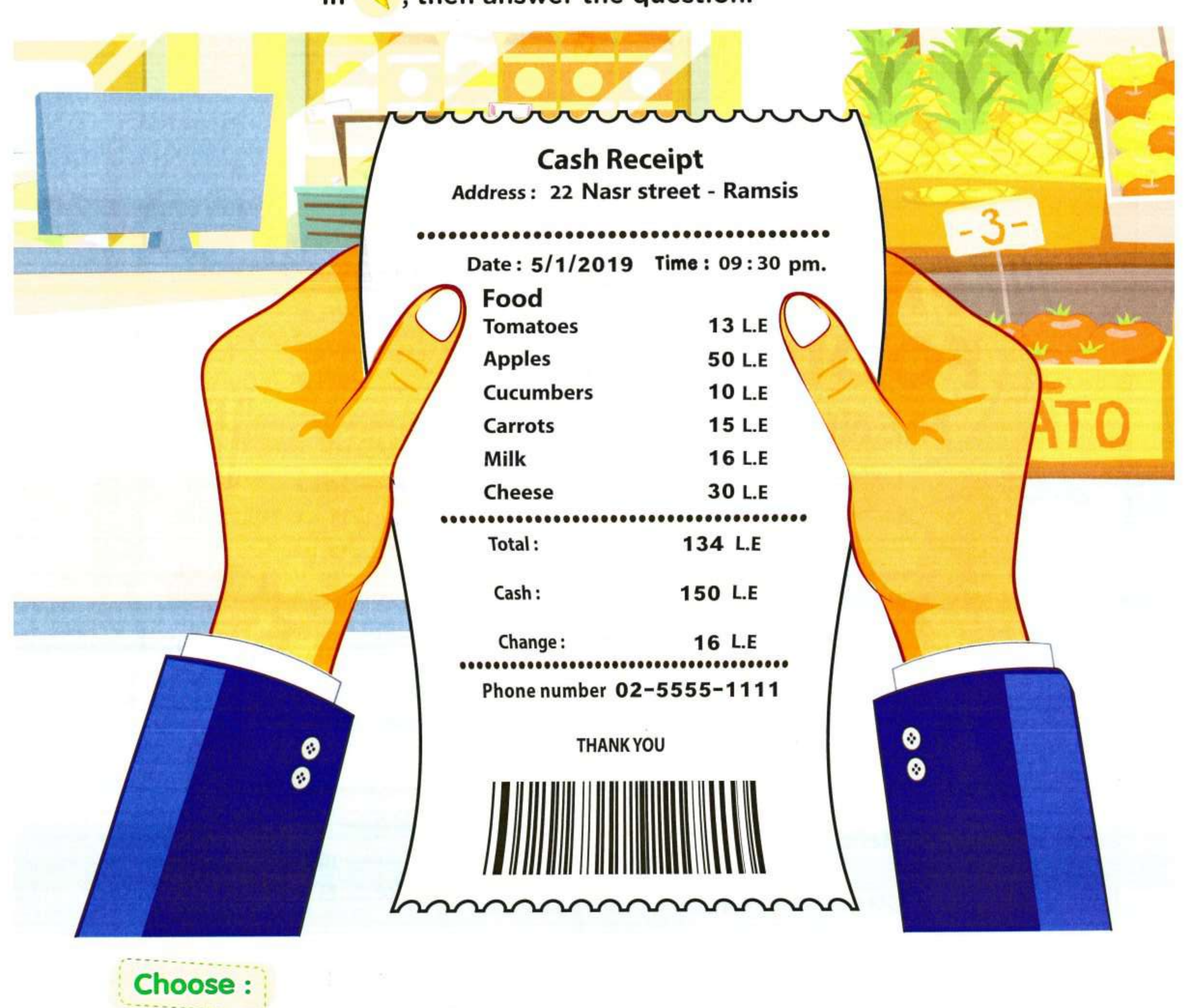
- Discuss with your child the ways that numbers communicate information.
- **Integration of subjects :** Math (the relationship between numbers and objects) – Art (coloring).
- **Life skills :** Observation – Differentiation.

Activity (2) Circle the numbers that communicate price in green, the numbers that communicate time in red and the other numbers in blue.



- With your child, discuss the importance of numbers in our life.
- Help your child how to differentiate between numbers according to their uses, like : "phone number , price , time, ... etc.".
- **Integration of subjects :** Social studies (communicating effectively with others) – Art (using colors).
- **Life skills :** Observation – Differentiation.

Activity 3 Circle the numbers that communicate the address in (green), the date in (red), the time in (blue) and the price in (yellow), then answer the question.



Choose :

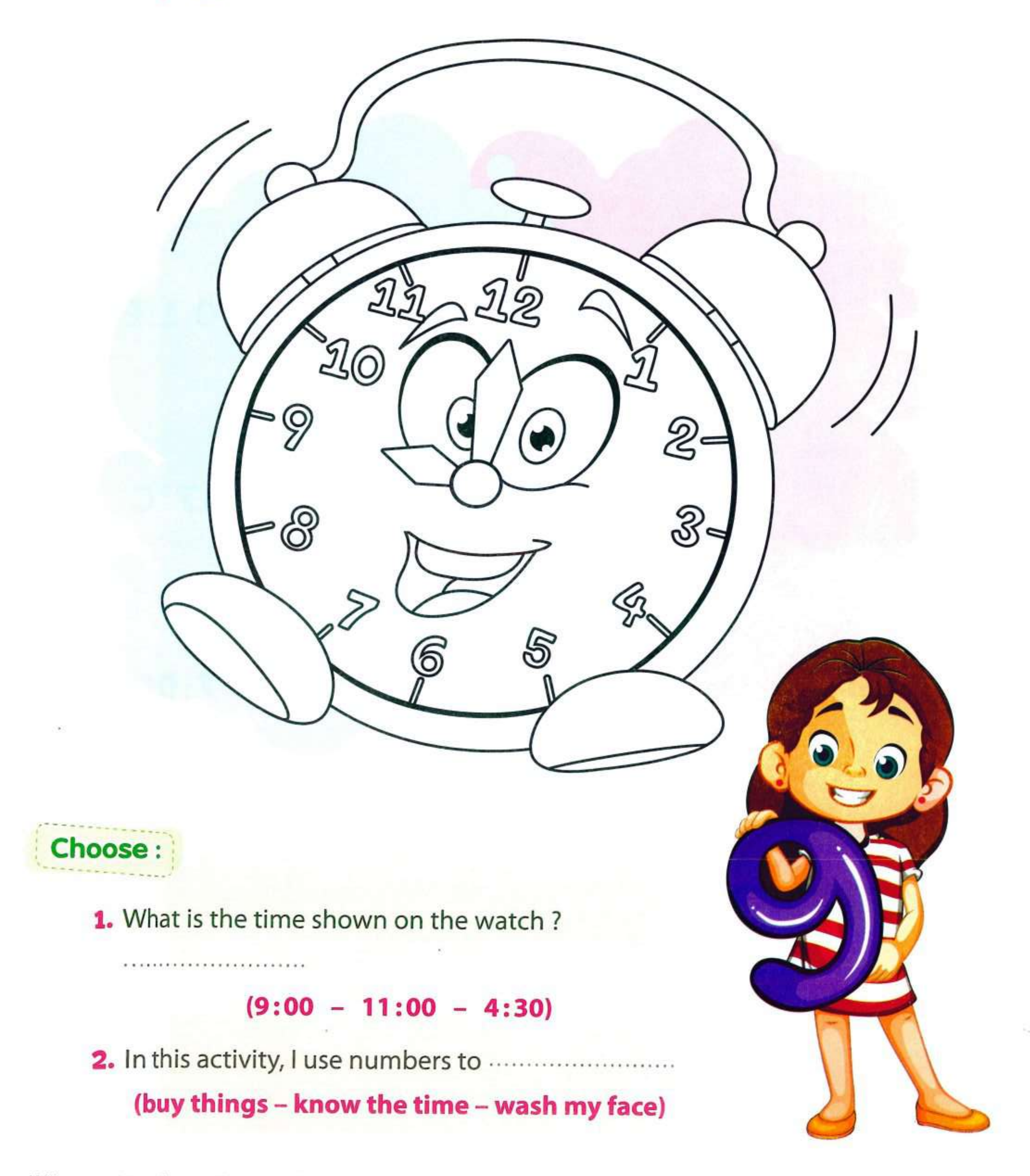
In this activity, I use numbers to ....

(buy things – play a game – watch T.V.)

Notes for parents

- With your child, discuss the importance of numbers in our life.
- **Integration of subjects :** Math (reading numbers) – Vocational fields (communicating numbers with their uses).
- **Life skills :** Observation – Differentiation.

Activity 4 Color the watch, then answer the questions.



Choose :

1. What is the time shown on the watch ?

....

(9:00 - 11:00 - 4:30)

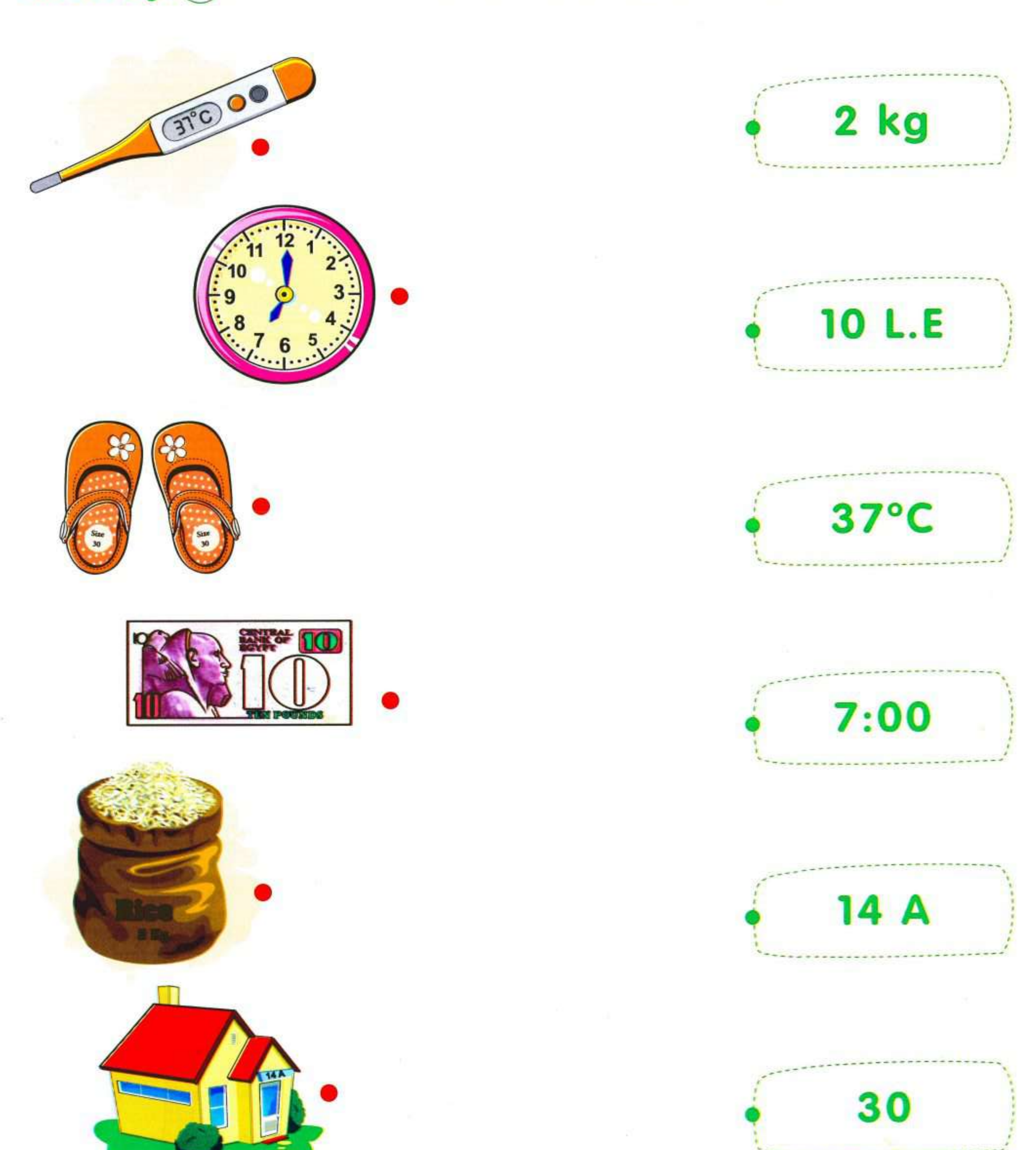
2. In this activity, I use numbers to ....

(buy things – know the time – wash my face)

- With your child, discuss the time of activities that he/she does daily like : "He/she wakes up early at 7:00 am ....etc.".
- **Integration of subjects :** Math (telling the time to the hour on an analog clock) – English (reading and writing) – Art (coloring).
- **Life skills :** Observation – Verbal communication.

2. Missing Numbers

Activity (1) **Match each picture to the suitable number.**



Notes for parents

- With your child, discuss each number used as an indicator for something like : "temperature, time, size, money, weight, .. etc.".
- **Integration of subjects :** Math (identifying different numbers that have an indication) – English (reading).
- **Life skills :** Observation – Realize relationships.

Activity 2 **Write the number of the picture that is suitable for each sentence.**













- Picture number ◯ tells us **time**.
- Picture number ◯ tells us **address**.
- Picture number ◯ tells us **phone number**.
- Picture number ◯ tells us **height**.
- Picture number ◯ tells us **price**.
- Picture number ◯ tells us **date**.

- With your child, discuss the indication of numbers and the importance of numbers in our life.
- **Integration of subjects :** Math (writing numbers) – English (reading).
- **Life skills :** Observation – Realize relationships.

Lesson 2 Favorite Vegetable

Activity 1

Use the survey information in the picture graph to answer the questions below.

Students' favorite vegetables

Carrots						
Red peppers						
Potatos						
Cucumbers						

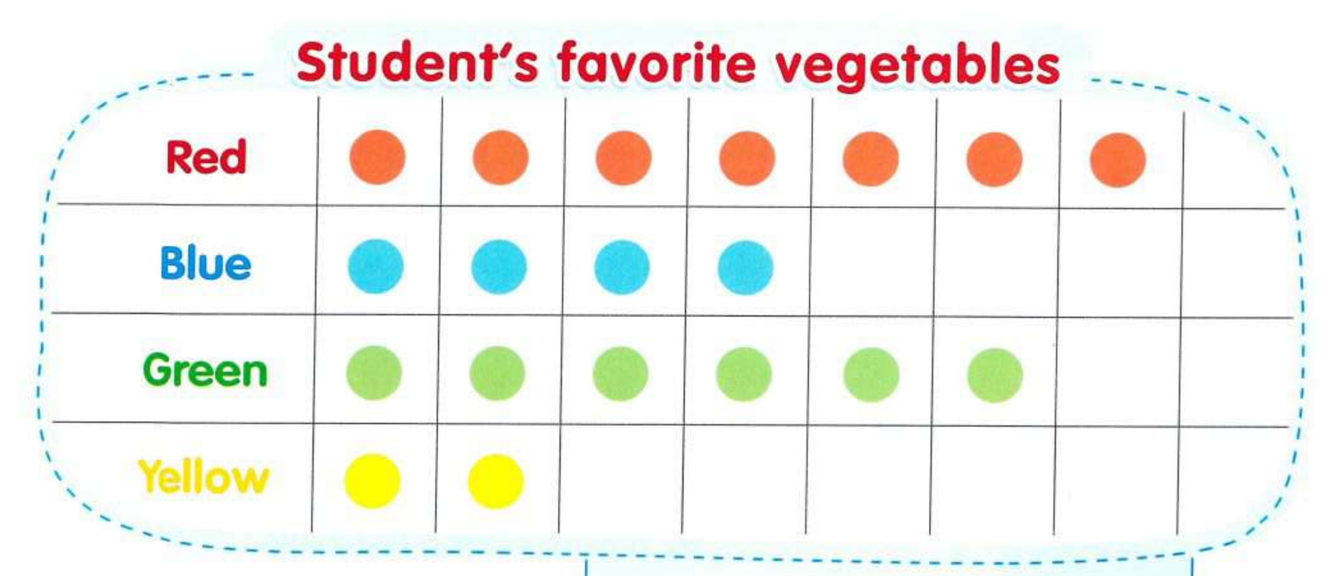
Key : each picture = 1 student

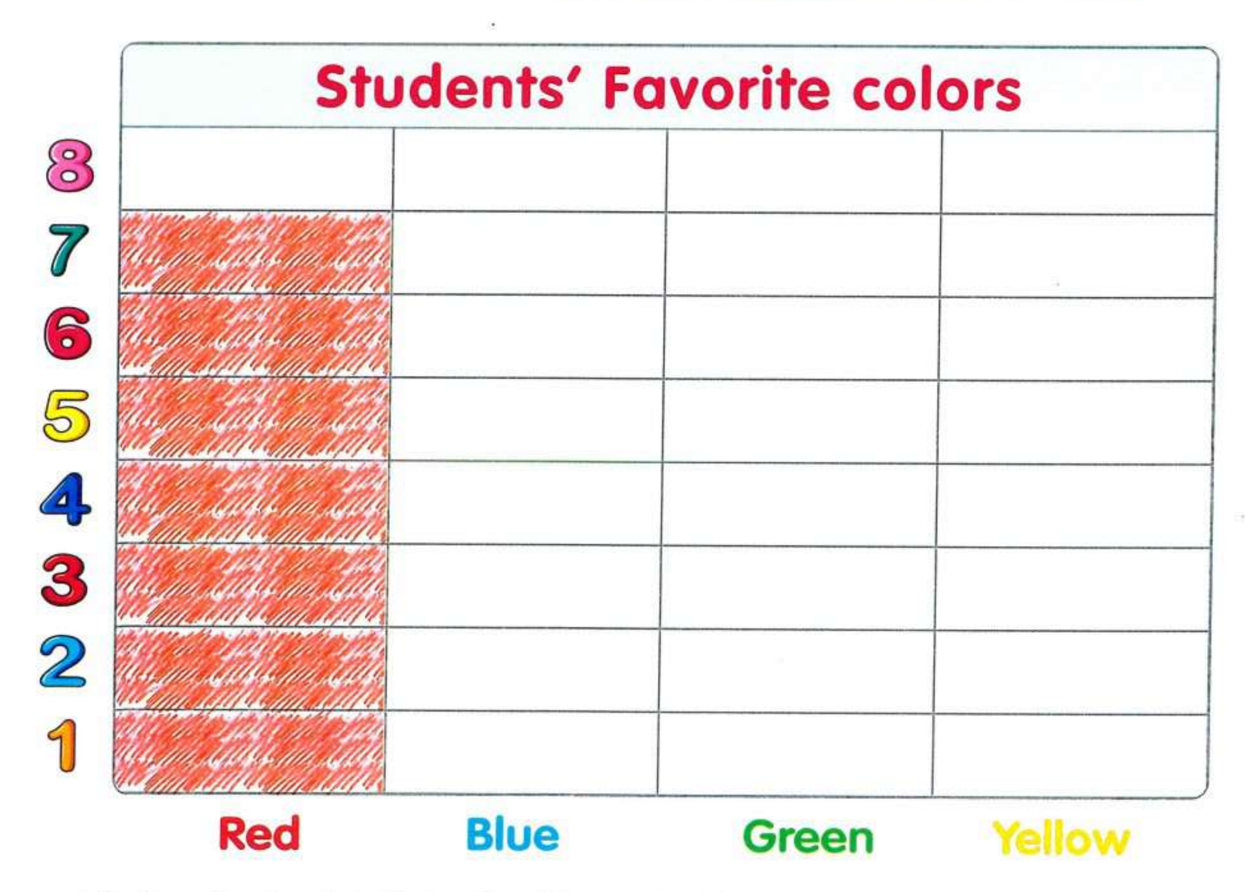
- Number of students like Carrots 
- Number of students like red peppers 
- Number of students like Potatos 
- Number of students like Cucumbers 

Notes for parents

- With your child, discuss the meaning of the word "survey" that is defined "examination of opinions by asking questions".
- **Integration of subjects :** Math (organize data in picture graph) – Social studies (communicating effectively with others).
- **Life skills :** Observation – Realize relationships.

Activity 2 **Look at the following picture graph, then use its data to complete the bar graph below.**



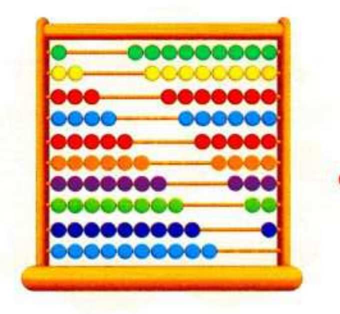


- With your child, discuss how to collect data from the picture graph and how to compare data by using the bar and picture graphs.
- **Integration of subjects :** Math (organize data in bar and picture graphs) – English (reading).
- **Life skills :** Observation – Verbal communication.

Lesson 3

Technology With Numbers

Activity  Match each math tool to its suitable information.


Abacus


Pascal's calculator


Adding machine


Calculator

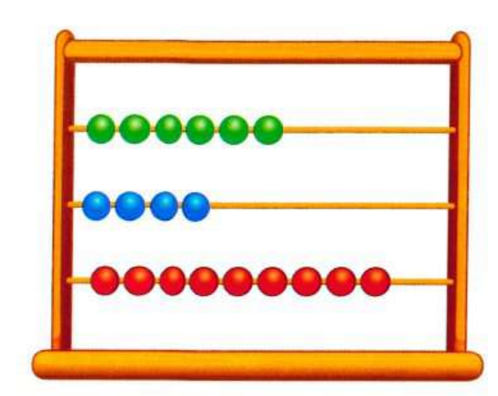
- It is a modern device used to add and subtract numbers.
- It is an adding machine.
- Pascal's calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.
- Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.

Notes for parents

- With your child, discuss the evolution of technology used in math and tell your child the meaning of technology : "tools used to solve problems".
- **Integration of subjects :** Science (using technology) – Social studies (communication) – English (reading).
- **Life skills :** Observation – Realize relationships.



Activity 2 Look at the following abacus solved problem, then answer the questions below in the same way.

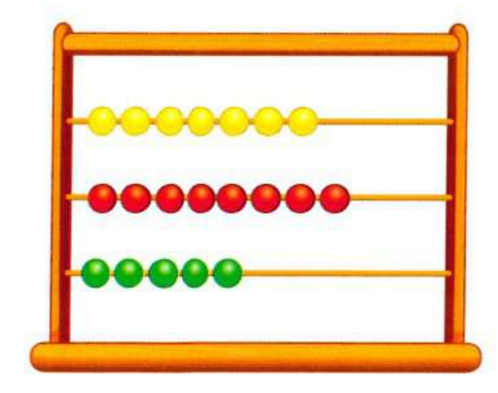


The number of green beads = ...6...

The number of blue beads = ...4...

The number of red beads = ...9...

The number of total beads = Green beads ...6... + Blue beads ...4... + Red beads ...9... = 19



The number of yellow beads = ...

The number of red beads = ...

The number of green beads = ...

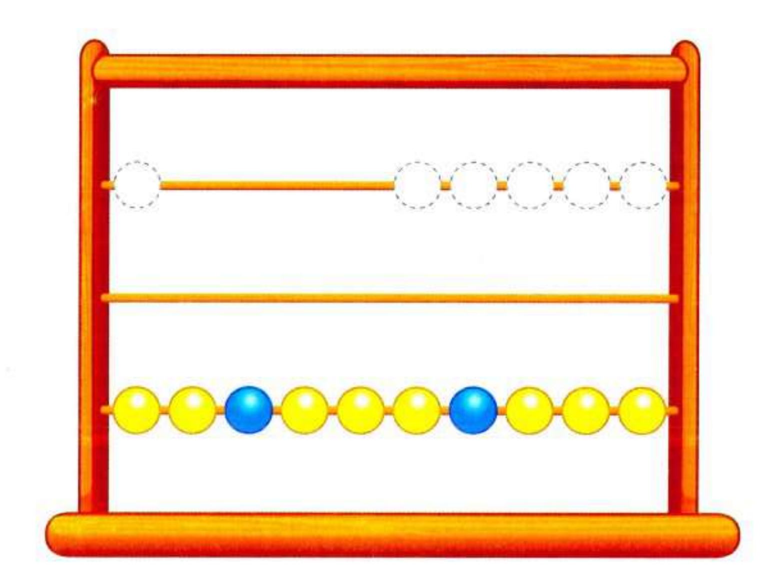
The number of total beads = ... + ... + ...

= ....

- With your child, discuss how to use the abacus in math operations and with communicating with numbers.
- **Integration of subjects :** Math (counting numbers) – English (reading).
- **Life skills :** Observation – Critical thinking.

Activity ③

- Color the first row of beads in **red**, then write their number.
- Draw **9 beads** in the second row, then color them in **green**.
- Count the **yellow** beads in the third row, then write their number.



- The number of **red** beads = ...
- The number of **green** beads = ..9........
- The number of **yellow** beads = ...
- The number of **total** beads = Red beads .... + Green beads ...9... + Yellow beads .... + Blue beads ...2...

= ....

Notes for parents

- Help your child to use abacus to count the number of beads.
- **Integration of subjects :** Math (counting numbers) – English (reading) – Art (coloring).
- **Life skills :** Observation – Critical thinking.

Activity 4 Read the following stories, then draw and complete the math sentences.

Pet story:

Sameh has **4 cats** and his friend has **2 dogs**.
How many pets do they have ?



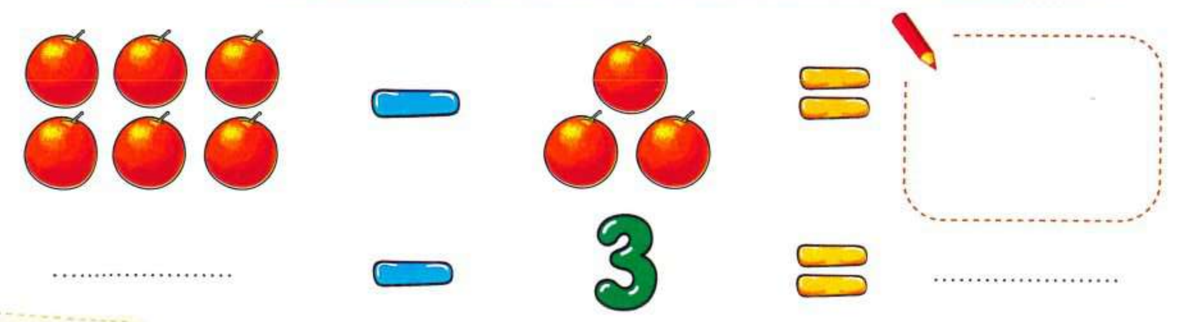
4 + 2 = ...

Choose :

We use .... in the math story. **(addition – subtraction)**

Ramy story:

Ramy has **6 oranges** and his sister eats **3 oranges**.
How many oranges were **left** with Ramy ?



.... − 3 = ...

Choose :

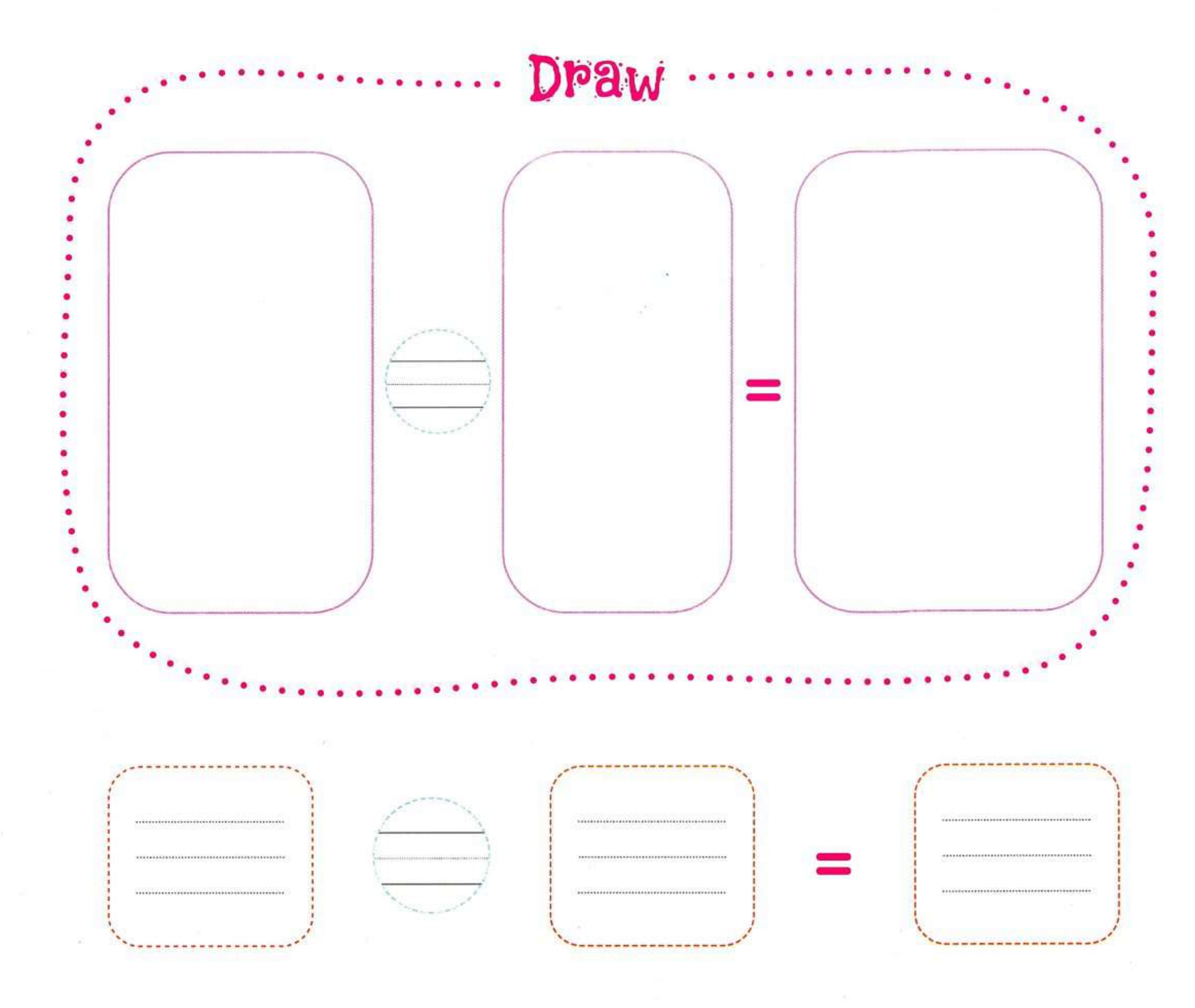
We use .... in the math story. **(addition – subtraction)**

- Let your child draw and write the related subtraction sentence and then ask him/her to find the result.
- **Integration of subjects :** Math (addition and subtraction) – Art (drawing).
- **Life skills :** Observation – Critical thinking.

Activity 5 Draw the following math story below, then write the math sentence of the story.

Mariam story:

Mariam bought 5 cookies and she ate 2 cookies. How many cookies were left with Mariam ?



Notes for parents

- Help your child to draw the above story and then write the math sentence related.
- **Integration of subjects :** Math (counting numbers by addition or subtraction) – Art (drawing).
- **Life skills :** Observation – Critical thinking.

I Have Learned That

Numbers are important in our world and have many uses in our life :

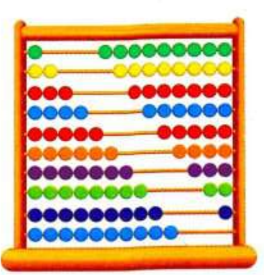


We use the technology to communicate with numbers :



Adding machine

It is an adding machine.



Abacus

Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.





Pascal's calculator

It was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



Modern calculator

It is a modern device used to add and subtract numbers.



Quiz
On Chapter One

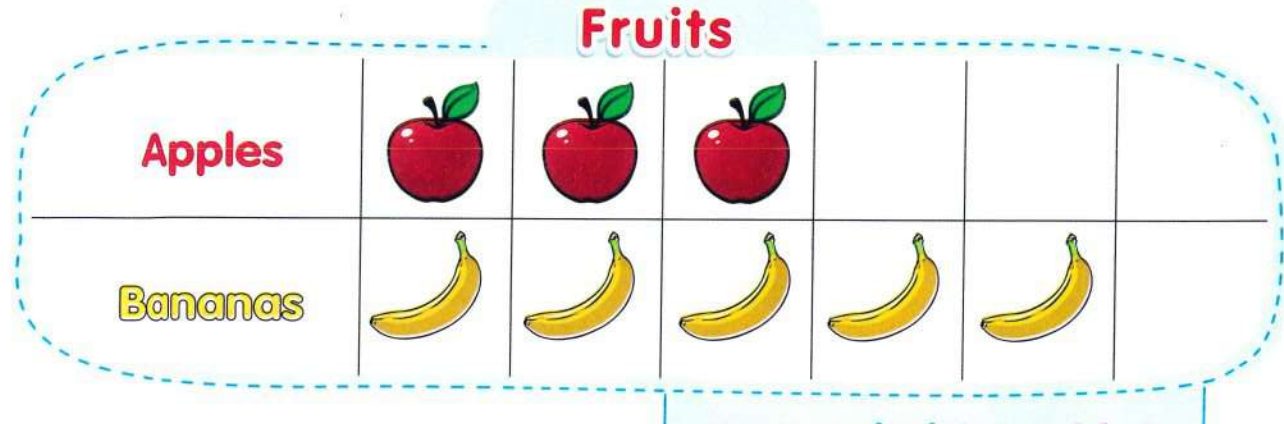
1 **Put (✓) or (✗) :**

1. Numbers are important in our world and have many uses in our life. ( )
2. To know the time, you must use numbers. ( )
3. $5 + 2 + 1 = 6$. ( )
4. We can use numbers to communicate with each other. ( )

2 **Choose the correct answer :**

1. .... was invented over 300 years ago.
   a. Calculator   b. The adding machine
   c. Pascal's calculator
2. Egyptians used the .... about 4000 years ago.
   a. abacus   b. Pascal's calculator
   c. adding machine

3 **Use the picture graph to answer the questions below :**



Key : each picture = 1 fruit

1. Number of Apples = ...
2. Number of Bananas = ...

CHAPTER TWO

Communicating With Art



Learning outcomes

By the end of this chapter, your child will be able to :

- Communicate about him/herself through art.
- Use drama to review learning.
- Explore different art forms.
- Identify and compare different materials used to create sculptures.
- Use materials from the surrounding environment to create a nature scene.
- Compose a verbal short story to accompany artwork.
- Create masks using natural materials from the environment.
- Use a mask to tell a story.
- Identify elements of a script.
- Perform a skit using masks.

Key vocabulary

- Communicate
- Photograph
- Sculptor
- Script
- Materials
- Visual arts
- Painting
- Drama
- Music
- Art show
- Sculpture
- Scenario
- Mask

Lesson 1

If You Move And You Know It

Activity **Read the words of the following song, then sing it.**

If you are playing on the playground, spin around.
If you are playing on the playground, spin around.
If you are playing on the playground, spin around
really fast.
If you are playing on the playground, spin around.

If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high.
If you are playing with a ball, kick it high into
the sky.
If you are playing with a ball, kick it high.

Write one more verse to the song :

....

....

....

....

Notes for parents

- Help your child to read the words of the song, then let him/her write one more verse to the song.
- **Integration of subjects :** English (reading) – Art (singing and writing lyrics).
- **Life skills :** Self-expression – Verbal communication.

Lesson 2 Art Show

Activity 1 Read and learn.





Photographer takes photographs.



Sculptor makes sculptures.



Painter draws paintings.

- Help your child to notice the different types of arts that he/she can see at the art show.
- **Integration of subjects :** English (reading) – Arts (visual arts).
- **Life skills :** Collecting data – Identify the relationship among different items.

Activity 2 Match each person with the suitable tool.





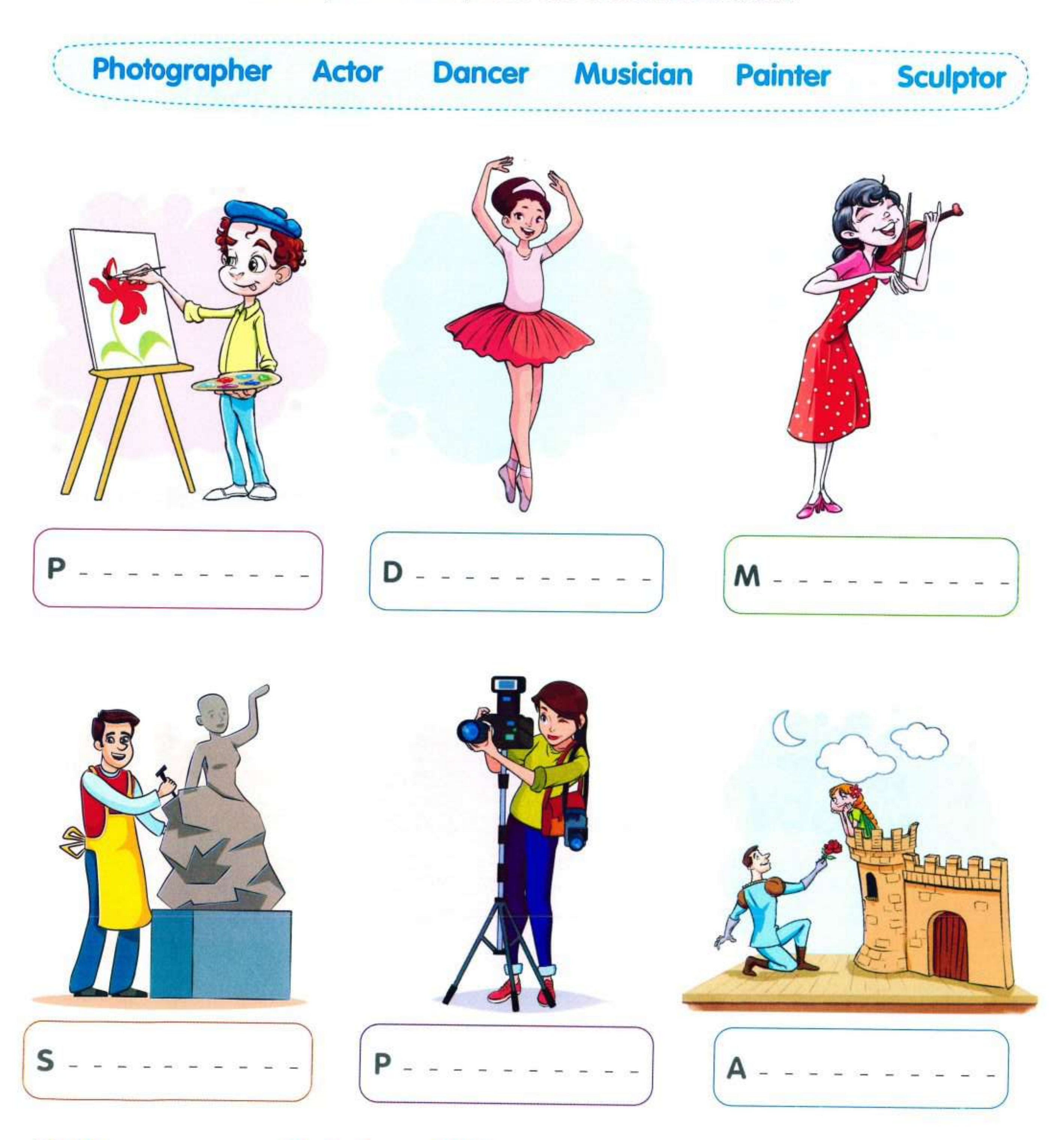


Notes for parents

- With your child, discuss the tools used in different types of arts.
- **Integration of subjects :** Art (tool of different arts) – Vocational fields (professions).
- **Life skills :** Recognizing relationships – Observation.

Activity ③ **Complete the word under each picture using the following words, then complete the sentence below.**

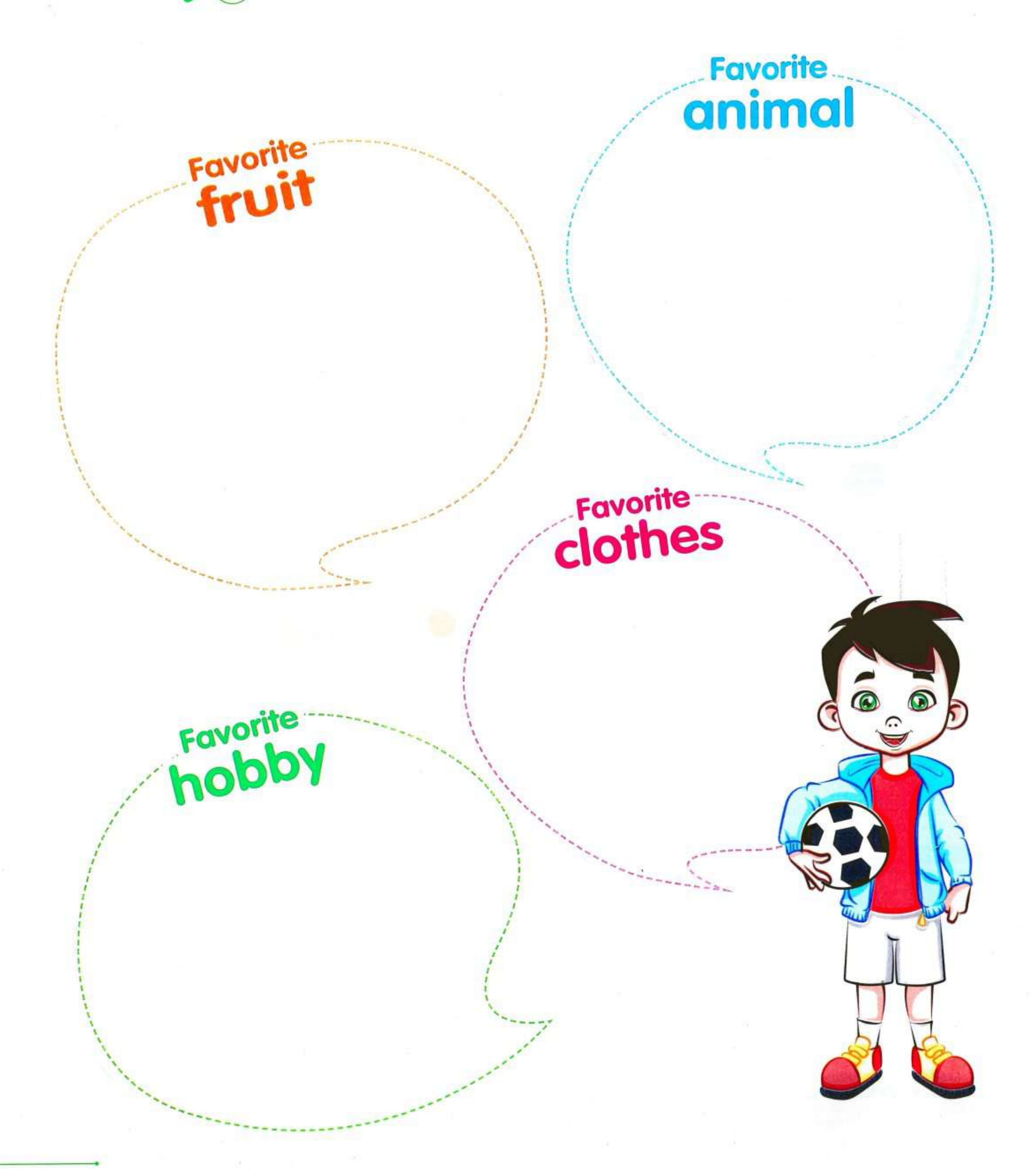
Photographer Actor Dancer Musician Painter Sculptor



If I were an artist, I would be ....

- With your child, discuss the type of art he/she likes the most.
- **Integration of subjects :** Arts (types of arts) – English (reading and writing).
- **Life skills :** Verbal communication – Self-expression.

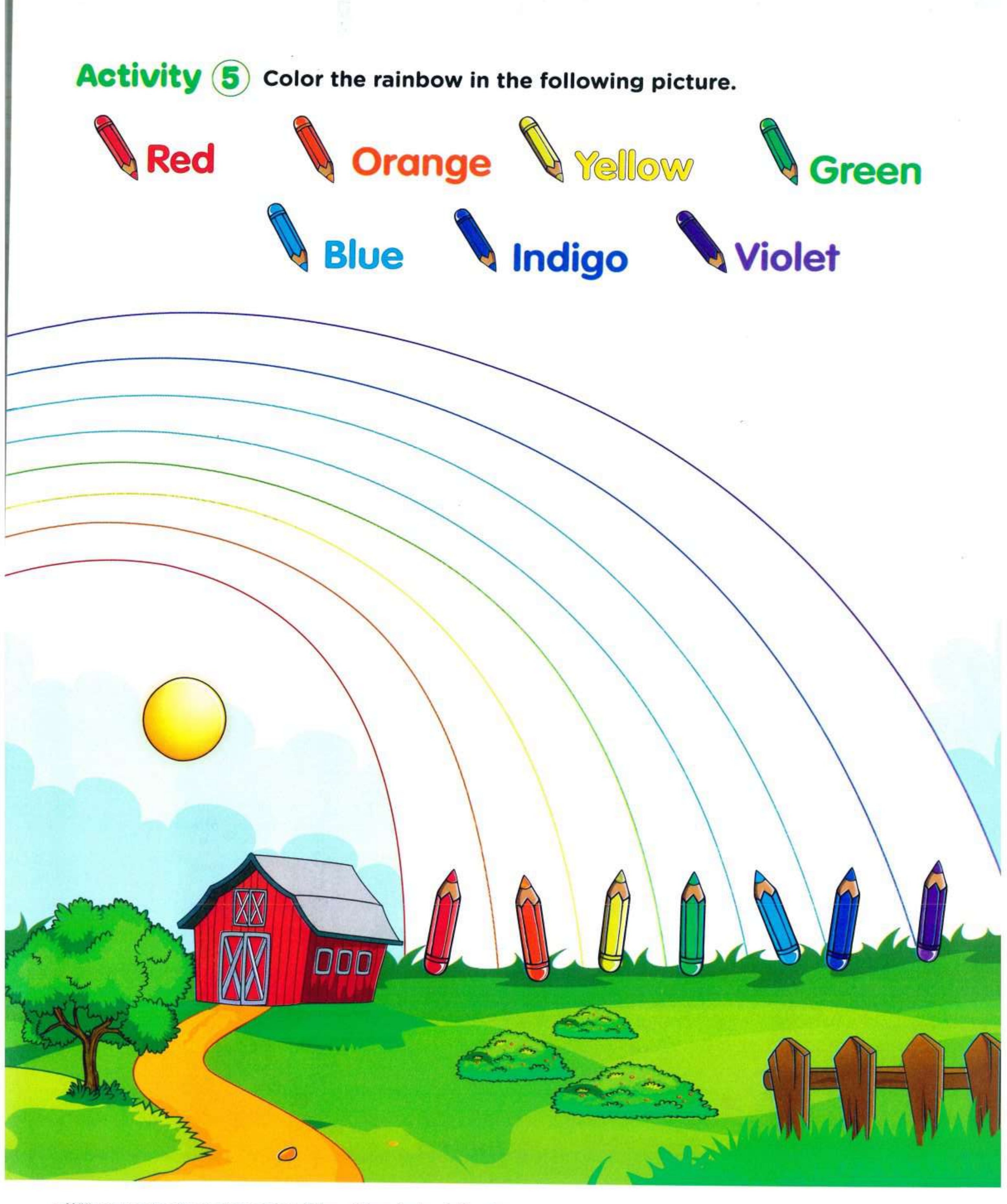
Activity 4 Draw and color.



Notes for parents

- With your child, discuss using art to express him/herself.
- **Integration of subjects :** English (read some words) – Art (drawing and coloring).
- **Life skills :** Self-expression – Exchange information.

Activity (5) Color the rainbow in the following picture.



- With your child, discuss the colors of the rainbow in the right order.
- **Integration of subjects :** Science (rainbow) – Art (coloring).
- **Life skills :** Collecting data – Observation.



Sculptures

Activity **Trace the words below and then match each sculpture with the suitable material.**

Metal

Fabric

Paper

Wood

Plastic

Notes for parents

- With your child, discuss different materials used to create sculptures.
- **Integration of subjects :** English (tracing words) – Science (materials) – Art (sculptures).
- **Life skills :** Collecting data – Identify the relationship amony different items.

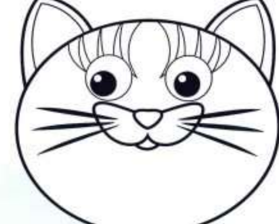
Lesson **4**

Masks

Activity ①

Color the masks of the dog and the cat (a separate gift with the book) and then cut them out to use them in the next activity.





- Help your child to make more masks by using different materials.
- **Integration of subjects :** Art (coloring) – Economics and applied science (recycling some materials).
- **Life skills :** Creativity – Observation – Self-expression.

Activity  Role-play the following script with one of your family members using the masks of the dog and the cat.

The dog meets the cat in the garden.

 : Good morning.

 : Good morning.

 : Why are you looking so sad ?

 : Because there is a big rock in front of my house door and I cannot move it.

 : It is a very bad thing, but I can help you if you want.

 : It will be a very good thing. Thanks for offering help.

The Dog and the cat go to the cat house.

 : It is a very big rock, but we can move it together.

The Dog and the cat move the rock.

 : Thank you for your help.

 : It is my pleasure.



- Encourage your child to practice his/her role by acting with him/her.
- **Integration of subjects :** Art (acting) – English (read the play).
- **Life skills :** Communication – Creativity.



Shopping Script

Activity **Color the pictures, then read the script and try to act this play with one of your family members.**



Laila



Baker

• Laila arrives at the bakery shop

Laila : Good morning, sir.

Baker : Good morning, can, I help you ?

Laila : I am looking for bread.

Baker : Of course. Let me show you where it is.

Laila : How much do two loaves of bread cost ?

Baker : It costs 5 pounds.

Laila : Here are 5 pounds.

• Laila leaves the bakery shop.

- Let your child color the characters of the play.
- Encourage your child to act this play with one of his/her family members.
- **Integration of subjects :** English (reading) – Art (coloring and acting).
- **Life skills :** Self-expression – Verbal communication.

I Have Learned That

- There are different types of arts like : drawing, music, writing and acting ... etc.



- The sculptures are made from different materials

Metal

Wood

Fabric



Quiz
On Chapter Two

1 Put (✓) or (✗) :

1. Drawing, music and acting are types of art. (   )
2. Sculptures could be made of metal or wood. (   )

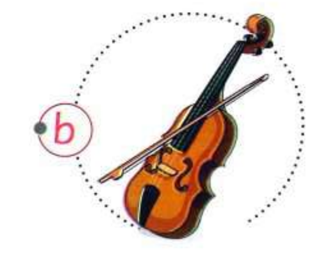
2 Choose from column (B) what suits it in column (A) :

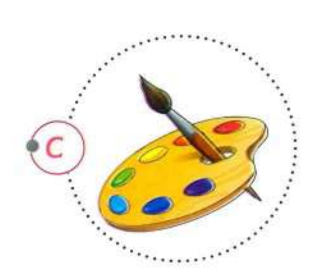
(A)	(B)
1. Photographer	a. draws paints.
2. Sculptor	b. takes photographs.
3. Painter	c. makes sculptors.

1. .... 2. .... 3. ....

3 Match each person with the suitable tool :


1.  •   • a 

2.  •   • b 

3.  •   • c 

Quiz
On Theme 4

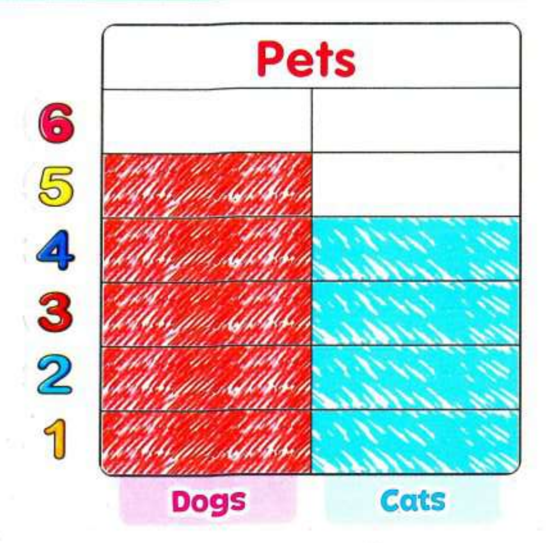
1 Put (✓) or (✗) :

1. We can use different arts to communicate with each other. ( )
2. Abacus is a modern device used to add and subtract numbers. ( )
3. You must use numbers to write the address of your home. ( )
4. Egyptians used Pascal's calculator about 4000 years ago. ( )

2 Choose the correct answer :

1. All the following materials can be used to make sculptures, <u>except</u> ....
   a. plastic. b. wood. c. water.
2. 5 – 2 = ...
   a. 7 b. 3 c. 2

3 Look at the opposite bar graph, then choose the correct answer :



1. The number of cats is .... the number of dogs.
   (more than – less than – equal to)
2. The number of dogs is .... the number of cats.
   (more than – less than – equal to)
3. The number of cats is equal to .... (3 – 4 – 5)
4. The number of dogs is equal to .... (3 – 4 – 5)

Glossary



THEME 3 How The World Works

Chapter 1

English	Arabic
Appliances	الأجهزة
Cotton gin	ماكينة حلج القطن
Conserve	يوفر / يحافظ علي
Fabric	قماش
Farmer	فلاح
Goods	بضائع
Grocery	البقال
Harvest	حصاد
Hygiene	علم الصحة
Invention	اختراع
Leak	تسريب
Loom	ماكينة النول لنسج القطن
Manufacture	صناعة
Needs	احتياجات
Pharmacy	الصيدلية
Product	منتج
Pledge	تعهد
Pipes	أنابيب
Resources	مصادر
Recycle	إعادة تصنيع
Sewing	الخياطة
Spin	يغزل
Stove	الموقد
Vaccum cleaner	المكنسة الكهربائية
Wants	رغبات
Weave	ينسج
Yarn	خيط

Chapter 2

English	Arabic
Attract	يجذب
Airport	مطار
Business	عمل تجارى
Community	مجتمع
Carpentry workshop	ورشة نجارة
Compass	بوصلة
Delicious	لذيذ
Laundry	مغسلة ملابس
Magnet	مغناطيس
Services	خدمات
Temple	معبد
Transportation	وسائل النقل
Tourist	سائح

Chapter 3

English	Arabic
Assistant	مساعد
Behavior	سلوك
Buying	يشترى
Cost	تكلفة
Characters	شخصيات
Energy	طاقة
Events	أحداث
Healthy	صحى
Selling	يبيع
Saving	يوفر
Setting	مكان المشهد
Unhealthy	غير صحى
Waste water	إهدار الماء

THEME 4 Communication

Chapter 1

Abacus	عداد
Adding machine	آلة الجمع
Addition	جمع
Address	عنوان
Beads	خرز
Bar graph	تمثيل بياني بالأعمدة
Calculator	آلة حاسبة
Dropped off	أوصل
Data	بيانات
Measurment	قياس
Menu	قائمة
Machine	آلة
Price	سعر
Pascal's calculator	آلة حاسبة باسكال
Picture graph	تمثيل بيانى بالصور
Survey	استطلاع
Schedule	الجدول الزمنى
Subtraction	طرح
Technology	تكنولوجيا
Temperature	درجة الحرارة



Chapter 2

Act	يمثل
Actor	ممثل
Afraid	خائف
Angry	غاضب
Art show	معرض فنون
Artist	فنان
Dancer	راقص
Drum	طبلة
Hobby	هواية
Indigo	اللون النيلى
kick	يركل
Mask	قناع
Metal	معدن
Music	موسيقى
Musician	موسيقار
Painter	رسام
Paintings	رسومات
Photograph	صورة
Photographer	مصور
playground	الفناء
Rainbow	قوس قزح
Role-play	يمثل
Script	سيناريو
Sculptor	نحات التماثيل
Sculpture	تمثال
Spin	يدور
Verse	بيت شعر
Wood	خشب

Answers of Quizzes





THEME 3

Quiz On Chapter 1

1 1. (✓) 2. (✗) 3. (✗) 4. (✓)

2 1. b 2. a 3. b

3 1. c 2. a 3. b

Quiz On Chapter 2

1 1. (✗) 2. (✓) 3. (✓) 4. (✗)

2 1. a 2. c 3. b

3 (a) and (c)

Quiz On Chapter 3

1 1. b 2. b 3. c

2 1. (✗) 2. (✓) 3. (✓)

3 1. < 2. > 3. =

Quiz on Theme 3

1 1. b 2. c 3. a

2 1. (✗) 2. (✓) 3. (✓) 4. (✗)

3 1. c 2. a

4 1. c 2. a 3. b

5

Healthy food	Unhealthy food
Carrot – Apple Orange juice – Pepper.	Chocolate – Candy

THEME 4

Quiz On Chapter 1

1 1. (✓) 2. (✓) 3. (✗) 4. (✓)

2 1. c 2. a

3 1. 3 2. 5

Quiz On Chapter 2

1 1. (✓) 2. (✓)

2 1. b 2. c 3. a

3 1. c 2. a 3. b

Quiz on Theme 4

1 1. (✓) 2. (✗) 3. (✓) 4. (✗)

2 1. c 2. b

3 1. less than 2. more than
3. 4 4. 5